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# The Role of Technology in a Sixth Grade Classroom

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# The Role of Technology in a Sixth Grade Classroom

By

Lauren Spiotta

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A thesis or project submitted to the  
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## **Chapter One: Introduction**

### **Background**

As an educator, I understand how technology has become such an integral part in today's society. Through observations in my own classroom, I can hypothesize ways in which digital literacy can positively or negatively impact my students' participation, motivation, and quality of work with literacy development. In this digital age, technology continues to grow at a rapid rate and many times classrooms are lagging to keep up with these changes. Many children go from homes that are full of technology (computers, iPads, nooks) to classrooms that are primarily paper and pencil based. This bridge seems to be significant and can hinder students from being successful in this computer based day and age. In my own classroom I am trying to bridge this gap and bring technology to the fore front. Many educators believe that it is essential to meet the needs of our twenty-first century diverse learners and immerse our students into this digital literacy world. Not only teachers, but nation wide Common Core Standards (see Appendix I) continue to be including standards that address computer technology and using multimedia technologies to enhance students compositions. There seems to be many students coming into the classroom with a more tech-savvy mindset and are unable to further explore this creativity with regards to technology in their classroom. We live in a social world where individuals are able to interact with others on a daily basis from countries that are thousands of miles away with just the click of a button. This type of social interactions has enabled us to learn and understand more than we ever imagined and allowed us to receive quality

information in just minutes. With this being a driving factor in our students' life it is essential that we incorporate this type of social writing in our classrooms to further engage our students and to help enhance their writing and literacy development.

### **Research Questions**

Keeping in mind the growing rate of technology worldwide, this study will examine the affects of digital literacy and web 2.0 tools on students with disabilities and will ask the following questions.

- How do children use computer technology in their reading and writing?
- How does technology affect student's participation, motivation, and quality of work with regards to literacy development?
- How do digital literacy activities support academic literacy development?

Investigation and analysis of these questions may have important bearing on digital literacy tools and technologies used in the classroom. In the past and currently, many classrooms have used primarily paper and pencil based learning which does not stimulate the mind and does not transition into their home life which often times is full in technology. This study aims to promote a link between home technology and classroom technology to enhance literacy development and learning through social media tools.

### **Rationale/Significance of Study**

The rationale of this study is to examine the impact of digital literacy in the classroom and look at how it affects student's quality of work, participation, and motivation in regards to literacy development. This action based research aims to

show how technology can impact student's engagement and motivation in the classroom. In order for them to experience this they will need to have more digital literacy tools to help them become actively surrounded and engaged in the different types of technology.

The ability to use technology is essential for academic development. As students progress through their K-12 education and beyond they will need to be able to communicate their ideas effectively and clearly using technology. With the demands of technology and how quickly it is changing, it is imperative that educators be aware and motivated to utilize technology to help meet the needs of all of our learners in our classrooms. We need to be able to modify, change and adapt to meet the growing needs of technology within our society. It is imperative that we begin using these technology web 2.0 tools to enhance their literacy development.

### **Definitions**

The following terms are used throughout this study. These definitions will clarify their usage within this context.

- Digital literacy is the ability to use technology and communication tools to create, evaluate, and organize information.
- Web 2.0 tools are interactive experiences in the form of blogs, wikis, forums, etc that plays a role with communication and information through the Internet.
- Direct instruction consists of teacher-directed activities in which I provide information thorough explanations and examples.

- Scaffolding is a way for educators to provide support to allow learners to explore and experience complex tasks, where the ultimate goal is to create learner autonomy.
- 504 Modification Plan is a federal funded plan which offers assistance and assistive technology to struggling students.

### **Study Approach**

This study is an action based research study that focuses on qualitative research. The teacher researcher will explore digital literacy in a sixth grade classroom, focusing on two participants, Kyle who is classified as students with disabilities with an Individualized Education Plan (IEP) and the other participant Christopher is an English Language Learner. In this study the teacher researcher aims to explore ways in which digital literacy and web 2.0 tools affect participation and quality of work in a student with disabilities in regards to their literacy skills. The teacher researcher will analyze web 2.0 tools like Glogster, Edmodo, and other social tools as well as technology like Ipads throughout the school day. This is to help the teacher researcher see which technology tools are beneficial for the participant and could help or hinder the focal child's literacy.

### **Organization of Thesis**

This action based research paper will be organized into five different chapters, all pertaining to the idea and study of digital literacy in the classroom. In Chapter One, entitled "Introduction" the teacher researcher sets a purpose for the research study. The problem is identified; the teacher researcher is interested in student's

ability to use digital literacy to enhance their literacy development. The rationale for the study is to outline the impact digital literacy in the classroom has for children with disabilities. The significance is that technology is growing at a rapid rate and will be used throughout one's life time as a means of written and oral communication, as well as a research tool for individuals. In Chapter Two, conceptual framework and relevant studies are explored in detail. Current methods and past research with regards to digital literacy will be examined and explored to enhance the teacher researchers study. In Chapter Three, the teacher researcher will establish the method used in the teacher action based research study. The teacher research will describe the design and context used in this study to help understand and discuss students with disabilities success when using digital literacy tools. Data collection will occur through interviews, student work samples, observational field notes, and attitude surveys. The community, school, classroom, and participant context are revealed. In Chapter Four, research results and findings will be presented. Chapter Five includes the discussion of implication for the teacher researcher's study with regard to other educators, as well as conclusions and recommendations for other educators with regard to digital literacy in the classroom.

**Summary:**

In this chapter the teacher researcher introduce the background, research question, and research design that will be discussed throughout later in this paper. This research study will assess the impact of digital literacy with regard to literacy development for students with disabilities in a sixth grade classroom. The impact of

the use of web 2.0 tools when scaffolded down for the participant will be examined. Various web 2.0 tools will be visually represented and presented to the participant. Direct instruction on how to use web 2.0 tools and choices in these tools will be provided. Observational field notes, interviews, attitude surveys, student work samples, anecdotal notes, and pre and post work will be analyzed and collected to discuss the impact of digital 2.0 web tools in the classroom.



## **Chapter Two: Review of Literature**

### **Introduction:**

Technology has become an integral part within our everyday life and has changed significantly over the past decade. Technology in the classroom is beginning to take a more prominent role as classrooms are putting in Smartboards, computers, iPads, and other forms of technology to enhance the curriculum and meet the needs of the diverse learners of the twenty first century. With technology changing at a rapid pace the amount of research on the effects of technology in the classroom has grown. This type of research talks about new implementations and ways to integrate technology into the classroom, expanding us past a paper and pencil world and focusing more on the new digital era. There has also been research as to how this can help not only regular general education students, but students who are classified with disabilities and English Language Learners. In this chapter, I examine these categories of research within the area of technology and the role of digital technologies in the classroom.

### **Home Technology vs. Classroom Technology:**

Hudson (2011) research discusses the digital divide that is occurring from the home environment to the classroom on a daily basis. In today's classrooms many of our students are digital natives and "have been pounding on keyboards since their toddler days" (p. 49). As technology continues to grow at a rapid rate many

classrooms are still stuck using the traditional method of paper or pencil. This study goes through the life of fourteen year old Megan who is immersed in technology in her home from Youtube, to Facebook, to her own digital camera, and smartphone. There is not a day or evening that she does not use technology at home. Yet as Megan was interviewed she described how “pretty much the only time we use the computers in school is to do research or type essays” (p. 49). Hudson studied and interviewed teachers and students alike and found that “75 percent of teachers say they regularly use technology in their classrooms. While only 40 percent of students report that technology is used in their classrooms” (Hudson, 2011 p.49). One has to wonder is the definition of technology and its uses described and defined accurately and under the same terms where each party is on the same page.

Educators and administrators understand how it is important for students to be motivated in their learning in order to optimize their outcomes. However Gunter (2012) describes how our educational system has failed to properly utilize and address a changing culture and learning within the digital age. Technology is not often integrated effectively into the classroom. This is backed by recent research (Bridgeland, Dilulio, & Morison, 2006). “In this report the authors presented data where 80% of dropout students surveyed indicated that they felt their chances of staying in school would increase significantly if their classes were more interesting and provided more opportunities for real-world learning” (p. 136). Newer technologies and digital literacy have opened up a new door of motivation and engagement for many students and has continued to provide quality educational

experiences that stimulate senses and are interesting to a variety of different learners. These learners include students with disabilities and English Language Learners.

### **Multiple Digital Tools:**

Greenhow and Gleason (2012) researched about Twitter and discussed how social media has an important role among many citizens throughout the world. The authors state how “digital literacy is becoming a required skill as employers increasingly want employees with social media savvy” (p. 464). This research article states how not only adults use Twitter as a social outlet, but teenagers and young adults are flocking towards Twitter as a means of communication as well. “Twitter use among American teenagers doubled in less than two years, suggesting its increased adoption among high school and college-age youth, especially African-American teens, lower income teens, and girls” (p. 465). The use of this Twitteracy (Twitter-literacy) as they are calling it, are not simply to talk to friends but instead are a way to make new contacts, connect and follow public figures and celebrities, understand and learn about current events and explore job opportunities. This type of multimodal literacy provides stimulation for the mind as screens on Twitter can have sound, a variety of images, music, etc. which engage many different individuals.

Greer and Yan (2011) researched about the evolution of newspaper from a print form to a digital form that is on the Internet. The authors recognized how technology was changing and provided statistics about the number of individuals who are turning more to digital print form to access news stories. The World Wide Web

has changed the way individuals receive information and companies as well as newspaper companies are no longer viewing this as a threat but are instead embracing this change. Social networking has also become an active part of our student's life. It started with Myspace which lead to the creation of Facebook and then Twitter. "The average American teenager spent six hours and nine minutes on social network sites during December 2009, up 143 percent from December 2008" (p. 85). These social sites allow individuals to post pictures, thoughts, news, and allows them to share them with other people. This form of instant communication where friends can comment and respond to posts are the new forms of communication for young adults.

Educators must understand this type of social media and how it impacts their student's life. There are a variety of social media type outlets educators can use to motivate and inspire children to connect with their peers both in their classroom, in their school, and beyond. Other forms of communication tools like blogs, wikis, Glogster, ePals, and e-mail can help support readers and writers.

### **Types of New Technology in the Classroom:**

The role of technology is changing at such a rapid rate that many times educators have a hard time keeping up with the newest trend that they can incorporate into their learning environment. "Digitized speech, e-books, apps, video Web sites, interactive animations, online games, social networks populated by younger learners, and many other newly emerging tools can motivate students and help them gain information that may be considered too difficult" (Forzani & Leu, 2012 p.422).

Gunter (2012) discusses how digital book talks are replacing written book reports in a variety of tech-savvy classrooms. These digital book talks are short movie clips that are similar to movie trailers only about a specific book and could be done at any grade level. This type of digital interaction allows students to work independently or collaboratively and choose what parts of the story were most pertinent to the overall understanding of the story. “A key component was that students were asked to act out on camera scenes that demonstrated their interpretation of the essence/gist of book” (p. 142). This type of creativity allows students to edit their work and can be a recording of reading a report or a commercial typical to that of a movie trailer. It has been encouraged that students should give as much detail about the setting, characters, and plot, without giving away the ending to inspire their peers to read their story. Podcasts are another similar way to utilize these new strategies and actively engage students in a technology centered world. When students are given a choice and explicitly modeled and scaffolded instruction down, students will be able to succeed with new forms of technology. Classrooms are effective with technology when “students and teachers work collaboratively to extend their literacy learning with traditional print and technology” (Saine, Wertz, & Gehr, 2012 p.108). These authors describe how these technologies could change literacy learning experiences and instruction and student learning outcomes.

Electronic textbooks and books are another wave of technology that are sweeping through our nation and even in some of our school districts. Smartphones, Kindles, Nooks, iPads all are providing the opportunity for children and adults to

store thousands of digital copies of books that you can read, interact with, or even have it read to you. Many organizations and school districts in a variety of states are understanding how important this new form of digital literacy is and are incorporating them into their classroom not only the stories, but the textbooks as well. These “new modes of delivery require readers to learn to use new modalities and to apply new strategies to access information on computers or other electronic devices” (p. 42). Electronic texts and multimedia, eReaders, and digital libraries all provide students, and educators a variety of tools they can utilize when they are reading. These tools include “text that is read aloud, music, pop-up definitions, and animations that depict the characters’ actions provide multimodal enhancements that support students’ reading comprehension, aid in the development in reading fluency, and enhance their vocabulary all of which have the potential to enhance student motivation to read” (Felvegi & Matthew, 2012, p. 44). Many school districts have computers, but continue to fall behind in the purchasing of these electronic tablets to assist in their reading, this can all still be done and downloaded on a computer.

**Summary:**

It is clear throughout literature and research that technology is and will continue to be an important part of our classrooms. Teachers are beginning to understand and implement technology in the classroom as they are seeing how it is a necessary component in order to meet the needs of diverse learners and actively engage students in different ways to enhance the curriculum. In order for students to

meet the needs of our ever changing curriculum and state requirements, technology needs to be used, implemented and differentiated to help students understand, interact, and learn through a variety of different techniques. Classrooms that do not implement technology and utilize this ever changing demand will only negatively impact their students and disengage them within the learning environment.

## **Chapter Three: Methods and Procedures**

### **Introduction:**

The goal of this qualitative research study is to understand, explore, and analyze digital literacy in the classroom and how it directly affects students' participation, engagement, and quality of work with regard to literacy development. Through this research study the teacher researcher will explore student engagement on a participant who is classified as students with disabilities. The following section will discuss the context of the study, data collection, participants, and procedures. The data will be analyzed through observational field notes, interview with the participant, attitude survey, student work samples, and anecdotal notes.

### **Context and participant:**

#### **Context:**

The context in which I will be conducting this action based research study is in Happy Central School District (all names in this research based study are pseudonyms) which is ranked the highest district in Sunnyville County according to achievement on test scores. Happy Central School District is a rural community located in Plainfield, New York. Within Happy Central School District there are three schools which include a Primary School (PreK-2nd), Intermediate School (3rd-6th), and Junior-Senior High School (7th-12th) where there are a total of 995 students. 24% of students within Happy Central School District qualify for free and reduced lunch. All of the numbers that are associated with this research study were gathered based on the 2011-2012 school year. This community is located twenty miles from



Bloomfield, New York and is typically deemed a blue collar living environment. In this blue collar environment both of the parents are working full time jobs of some sort. The majority of the housing is lower to middle socio-economic status ranging from families living in trailer parks to children living in two-story houses. The neighborhood surrounding the schools has a variety of extra curricular activities that children can participate in. This includes after school activities in the school provided by the local YMCA, as well as a library down the street that students can walk to, and a Church School on Monday afternoons that students can attend. There is an ample amount of community support available which also includes tutoring and scholarship opportunities.

The school that I will be focusing on is Happy Intermediate School which provides instruction for students in third through sixth grade. Happy Intermediate School is located on two major highways of Route 33 and Route 77 which is a main reason why there are many crossing guards after school to help ensure the safety of the students. During the 2010-2011 school year there were a total of 296 students, twenty-nine teachers, two other professional staff members, and one principal. In this school there are forty-four or 15% of students who qualify for free lunch and thirty-five students or 12% who qualified for a reduced-price lunch. The diversity in this school district and school are limited with 96% of the students coming from a Caucasian background and 3% from a multiracial background. Over the past three years this school has been in good academic standing and have made their annual yearly progress goals in English Language Arts, Mathematics and Science for all of

their students. This includes the sub-divisions that exist within this Intermediate school of Caucasian, Students with Disabilities and Economically Disadvantaged.

Happy Intermediate School English Language Arts instruction is guided by several different programs. These include Modules set out by New York State that directly align with the new Common Core Learning Standards. Happy also utilizes two different writing programs, the Unit of Study for Intermediate Writing by Lucy Calkins (2010) as well as the 6 + 1 Writing Traits. The Units of Study for Intermediate Writing provides specific lessons and ideas to launch and to maintain a writer's workshop. The 6+1 Writing Traits is used to teach writing characteristics as well as a rubric for documenting formal writing pieces.

There are a variety of resources within the school that children can attend both before school and after school. These include allowing students to come in an hour before regular instruction to participate in Choirliers (chorus), Band, Morning Movers (kinesthetic movement program) as well as a Literacy Club with reading specialists. Students have a variety of options to choose from in the morning and when allowed by teachers, they can come into their classrooms for extra work. Many teachers in this school encourage struggling students to come in for extra help at least two or three times a week. There are early and late busing that allow parents the freedom of having their children participate in many extra curricular activities without having to worry about transportation. After school there are even more opportunities for students to get involved throughout the school district. This includes K-Kids, Mock Trial, Musicals, Pink Dragon Club, Pageturners, SADD and

Student Council. All of these clubs are taught by educators within the school district. There is a computer lab with 35 computers for all of the classrooms to utilize throughout the school day.

This action based study took place in a sixth grade classroom, where I have been working with eighteen students ranging from eleven years old to twelve years old. This class is a blended classroom of both regular education students and students with disabilities: composed of nine girls and nine boys. Four of the students in this classroom are classified as students with disabilities and have an Individual Education Plan (IEP) while two other students have a 504 Modification Plan in place. A 504 Modification Plan is a federal funded plan which offers assistance and assistive technology to struggling students. The school day in this sixth grade classroom consists of morning work (literacy activities and mathematics), mathematics, grammar, specials, reading, spelling, lunch, writers workshop, science, daily five and guided reading, read aloud, and social studies. The curriculum although varies widely throughout different subject area, and it is very specific and detailed during our ELA block which lasts for two hours and fifteen minutes. This ELA block consists of vocabulary, reading, writing, spelling in both whole group and small group, guided reading, daily five, writers workshop, and independent reading times. The reading and writing materials that are taught and discussed within the classroom are 50% fiction and 50% non-fictional texts that align directly towards the New York State Common Core Learning Standards. It is within this ELA block where I

collected data that pertains to my action based research study. It is during these times that I observed my participants regarding our research question(s).

The classroom that this study took place in has a large library that is organized by subject. Students sit in groups of four for five and a carpet area which includes rocking chairs and pillows are in the back of the classroom used during read aloud, class meetings, and reading time. The side wall is filled with six computers, as well as six Ipads that can be used by each of the students. This classroom on the front wall has a SmartBoard where the majority of lessons are taught and an Elmo which is a document camera used to display papers and student work. There is a writing center near the computers filled with supplies like paper, pencils, gel pens, etc. that are beneficial. The other side of the classroom has an area for guided reading where the teacher has a table as well as baskets for each group and mailboxes for students work to go home.

**Participant:**

This action based research study focused on two focal children that the teacher researcher will be studying for the entirety of their research study. One focal participant is an eleven year old child named “Kyle”. (All names in this paper will be pseudonyms) Kyle is a very active boy and enjoys playing hockey in his free time. He is actively involved in a travel youth hockey program that travels almost every weekend of the season. His family is intact and consists of six people. Kyle is the oldest, he has a younger brother in 4th grade, a younger sister in 1st grade, and a younger brother who is two years old. His mother is a stay at home mom and his dad

currently is a teacher at the Junior-Senior High School in our district. His parents are extremely involved in his academics and encourage Kyle to come in early in the mornings for morning review twice a week.

Kyle although being an active athlete outside of school struggles with the academic school day. He has an Individualized Education Plan and is classified Learning Disabled. He is currently taking Concerta as prescribed by his physician for ADHD. This prescription sometimes causes Kyle to struggle staying alert throughout the school day. This is the first year he is on this medication and the doctors are working at getting the correct dosage that best suits Kyle's needs. His test scores on his past New York State 5th Grade ELA and Math test were a two. In order to receive a two on the New York State exam a student must show little to some understanding of concepts in either ELA or Mathematics. Physically Kyle is a Caucasian male, with short brown hair, blue eyes, and is short for his age. Kyle has been known to struggle in social settings with his peers and prefers to converse with his teachers and struggles with making new friends in a school setting. Kyle and his parents report that he has many friends from his travel hockey team. Kyle is currently receiving speech (two days a week), as well as Reading Academic Intervention Services (daily) to promote academic achievement in the classroom. When interviewing Kyle during the first week of this study, Kyle reported how "there are two computers (one desktop and one laptop at home), he also has his own iPad which he shares with his younger brother." He stated how he plays "Minecraft" which is a virtual video game at home for at least an hour or two a night. During this game he

can interact with individuals all around the world although in the parent interview his parents mentioned how “they limited access to Minecraft so only people he knew he could talk to”. Kyle mentioned how “he loves using computers and enjoys doing projects and writing on the computer during Writer’s Workshop”.

The second focal child that will be studied throughout this research study is an eleven year old boy who is a long term English Language Learner named “Christopher”. Christopher is a very active boy and enjoys playing football and playing games on the computer in his free time. His family is intact and consists of six people who live with him. These people include his grandparents, his mother, his father, and his younger sister who is in 3rd grade. His primary language spoken at home is not English, instead he speaks Laotian. His family is very involved in his academics and is in constant contact with the teacher at least twice a week to ensure he is completing his assignments, as well as discussing grades.

Christopher excels both on the athletic field as well as from an academic standpoint as well. He is currently in advanced mathematics and accelerated reading for sixth grade. Despite his bilingual language he does not have any issues assimilating into the English language as he has lived in the United States since he was two years old. Physically Christopher is an Asian male, with black hair, brown eyes and is average height for his age. Christopher has many friends and is socially accepted by his peers.

Christopher during his interview mentioned how he has two computers at home (one desktop and one laptop) as well as two different iPads that he uses. When

asked about technology, Christopher mentioned how he has grown up with technology and in fact “often types his grandfathers stories on the computer which is the reason why I am a fast typer”. He has a Wii at home that he plays frequently with his family and friends and enjoys any project that he can create things on the computer.

#### **Teacher Researcher:**

The teacher researcher, Lauren Spiotta is a Pfeiffer University graduate who holds dual certification in both Early Childhood Education (Birth-2nd grade) and Childhood Education (1st-6th grade). Lauren Spiotta is currently attending graduate school at SUNY Brockport for a Master’s degree in Childhood Literacy and her Students with Disabilities certification (Birth-6th grade). As a second year teacher at Happy Intermediate School she is interested in technology and how it directly affects literacy activities with her students.

#### **Permission and Confidentiality:**

For the purposes of this study, permission was collected from all of the eighteen members in this sixth grade classroom. A letter (see Appendix A) was sent home explaining the study and requesting a signature in order to secure consent. Parents were informed that there was no recourse or reward for opting to participate or opting out of the study. Student identity was protected in many ways. When writing about the focal students in this study the use of pseudonyms were applied at all times. Also, any data collected (e.g. student work samples) had information blacked out and secured to ensure anonymity.

### **Data Collection Instruments:**

Data for this study was collected several different ways in order to triangulate evidence of findings. This multi-modal study looked into many different aspects where the participants are engaged with technology, as well as looked to understand their feelings towards using technology throughout their school day. Student interviews were given at the beginning and end of the study in order to collect data, information, and attitudes on technology and web 2.0 tools and how they felt it helped them improve in their literacy skills. Observation field notes will be used as a way for the researcher to record important and imperative information necessary to this study on digital literacy and technology. These observational field notes and anecdotal records are a means for the researcher to better capture the moment from the participant's perspective. This will include direct quotes, on/off task, quality of work throughout the lesson. Student work samples will be collected periodically throughout the entire unit of study (six weeks) that shows involvement in different literacy skills and activities using technology.

**Table 3.1: Data Collection**

<b>Data Instruction or Method</b>	<b>Purpose</b>
Interview (Student and Parent)	Firsthand information on the participants' thoughts, feelings, and understanding on technology. To better understand what they typically use technology for in the classroom and to see what they understand about digital literacy. This interview will also be used for parents to see what they believe about technology and the use in classrooms.



Data Instruction or Method	Purpose
Attitude Survey	Firsthand information on the participants' feelings towards particular technological tools that can be used throughout the school day.
Observational/Anecdotal Field Notes	Reflection on daily literacy activities and skills using different types of technology as they pertain to my participant.
Student Work Samples	Samples will be taken both from traditional pen and paper as well as different web 2.0 tools like Edmodo and Glogster that promote literacy development.

The teacher researcher was careful to include survey questions and interviews that pertained directly to the research questions that were being investigated. This way student and parent time and energy will be respected. Field notes and student work samples were also selected based on their relevance to the research questions. Questions, transcripts, observations, and work samples provided valid information because they were carefully formed and executed in order to remain relevant and related to research questions. Data analysis included citation and references from sources with previously published resources. Data analysis was carried out objectively and with careful attention to reliability.

#### **Procedures:**

This study began with a collection of student work samples to establish baseline data for the teacher researcher. Work samples were analyzed for structural and content accuracy assessed through a 6+1 writing rubric rating scale (Appendix C). The same 6+1 writing rubric will be used at the end of the study to assess

participant's growth. Student interviews and parent interviews were administered during the first week of the study to assess attitudes towards technology and Web 2.0 tools used during literacy activities within the classroom. After completion of these interviews and surveys the teacher researcher modeled and scaffolded information on how to utilize Edmodo, and Glogster to help enhance their presentation within a certain topic of their choosing. The teacher researcher showed their students how they were linking up with a 5th grade classroom in Brockport, New York to discuss a topic of their choosing as well as reading articles and discussing them that pertain to their topic with a peer from another classroom. Explicit instruction on how to organize, share thoughts, and use web 2.0 tools was introduced and students used the entire few weeks to develop their own presentations to enhance their topic. Students will discuss difficulties, success, and whole group share at the end of each English Language Arts block. After six weeks transcripts, field notes, student work samples, and surveys were compiled and analyzed by the teacher researcher.

Week	Activities
Week 1	<ul style="list-style-type: none"> <li>- Student and parents were informed that research will be conducted over the next six weeks.</li> <li>- Student Interview</li> <li>- Parent Interview</li> <li>- Attitude Survey</li> <li>- Teacher researcher will collect student work samples from the English Language Arts Block in literacy activities these samples will include a Webquest/Powerpoint on Space as well as a Greece Brochure.</li> </ul>

Week	Activities
Week 2	<ul style="list-style-type: none"> <li>- Teacher researcher will scaffold information down about Edmodo and will explicitly model how we will be connecting with another classroom in Brockport, New York to discuss higher level informational text.</li> <li>- Teacher researcher will scaffold how to use Glogster to enhance their writing presentations for a topic that pertains to the world around them.</li> <li>- Teacher researcher will share their own Glogster about a topic that correlates with the curriculum and Common Core Learning Standards.</li> <li>- Students will choose a topic to write a story and make a presentation about.</li> <li>- Students will also turn in a Edmodo assignment about Rosa Parks and complete a poll about using Edmodo in our classroom. This assignment will get them familiar with using portions of Edmodo.</li> <li>- The teacher researcher will continue to collect student work samples.</li> </ul>
Week 3	<ul style="list-style-type: none"> <li>- Students will research their topic with their peers using Edmodo and will submit information online.</li> <li>- Students will write a rough draft for their topic.</li> <li>- Students will continue to connect with their peers over Edmodo to discuss their topic and higher level text (911 Passage and Presidents are Just Like Us) using social media tools.</li> <li>- Students will also be using Edmodo as a class to discuss and blog about different informational articles.</li> <li>- The teacher researcher will continue to collect student work samples.</li> </ul>

Week	Activities
Week 4	<ul style="list-style-type: none"> <li>- Students will edit and draft their final paper for their topic.</li> <li>- Teacher researcher will share their own Glogster about their topic that correlates with the curriculum and Common Core Learning Standards.</li> <li>- Students will continue to connect with their peers over Edmodo to discuss their topic and higher level text using social media tools.</li> <li>- Students will also be using Edmodo as a class to discuss and blog about different informational articles.</li> <li>- The teacher researcher will continue to collect student work samples.</li> </ul>
Week 5	<ul style="list-style-type: none"> <li>- Students will work on their Glogster for their final topic book adding details, and pictures to enhance their content and point of view.</li> <li>- Students will continue to connect with their peers over Edmodo to discuss their topic and higher level text using social media tools.</li> <li>- Students will also be using Edmodo as a class to discuss and blog about different informational articles.</li> <li>- The teacher researcher will continue to collect student work samples.</li> </ul>
Week 6	<ul style="list-style-type: none"> <li>- Students will finalize their Glogster that will be published on our school website.</li> <li>- Students will continue to connect with their peers over Edmodo to show them their Glogster about their topic.</li> <li>- Students will also be using Edmodo as a class to discuss and blog about different informational articles.</li> <li>- Students will reflect on their use of technology to enhance their presentations of a literacy topic.</li> <li>- The teacher researcher will collect student work samples.</li> <li>- Students will complete an attitude survey.</li> </ul>

This study lasted a total of six weeks. Students participated in technology activities five days a week for at least 60 to 90 minutes a day. During the first week

parents were informed that research would be conducted over the next six weeks. As the teacher researcher, I collected a series of interviews both with parents and students about technology use in their classroom and their thoughts. The primary goal of these surveys and interviews was to provide information to research questions regarding student and parent perception on technology and how it can be related to literacy skills and foundational techniques. A work sample was also collected from the English Language Arts Block that pertain to a literacy writing skill during Writers Workshop, as well as collecting information from their Greece Brochure they created using Microsoft Publisher as well as a Webquest/Powerpoint on a Planet of their choice.

During week two I scaffolded information about using Glogster and Edmodo which showed my students how to take a topic of their interest and expand and create literacy writing pieces that are unique and interactive. I showed my students a sample of my work and how I have created my own Glogster that depicts a persuasive topic on year round schooling. I provided my students with a handout for how to explore and use Glogster that is written and using visual pictures on where to go (Appendix G). I also modeled for my students how to sign up for Edmodo and took them through key aspects of Edmodo like the Home Page, Notifications, Reply section, and turn in section. After modeling this information for my students the students did a sample blogging section about an informational text with Rosa Parks. After completion of this article and answering specific questions using text based evidence, students

completed a poll about Edmodo where they were required to answer the question on how they felt about using Edmodo in our classroom.

During week three students used Edmodo to research a variety of information that pertains to their topic. Students then began writing a rough draft in their Writers Workshop on their topic of Changing America to the President. After writing in their Writer's Notebook for a day students then were allowed to go on the computer and continue writing their rough draft for their topic using Microsoft Word on the computers or Pages for the Ipads. While they were writing their rough draft on their topic they will continue to communicate and interact with their peers using Edmodo about their topic and discuss higher level reading passages that pertain to a variety of topics. The students were able to confer back and forth to promote higher thinking and a deeper understanding of their topic as well as a variety of other topics. Students will also be using Edmodo to read higher lexile level text like The Incredible Journey Article and 9/11 A Date Americans Will Never Forget that support the Common Core complex texts and allowed them to respond to questions and take quizzes online.

During week four of this study students were continuing to work on their letter to the President pertaining to how they would Change America. They worked on peer editing activities using the computer with their peers and teacher on Edmodo as they prepared to write their final draft for their letters. While they were editing their final drafts on their topic they continued to communicate and interact on Edmodo about their topic and discussed higher level reading passages that pertain to each of their individual topics as well as other information passages. It was during

this time where the students were conferring back and forth to promote higher thinking and a deeper understanding of their topic. They were able to share their details and main ideas back and forth which helped enhance their letter which they would use when creating their Glogster for the next few weeks. I mentioned to the students that when they finished creating their Glogster it will be published on the Happy Central School District website. While the students were working on their reports, and conferring with their peers on Edmodo; I was conferencing with different groups of students to check on their progress as well as providing detailed notes on their letters through Edmodo.

During the fifth week of this study the students were introduced to Glogster using the handout and mini lessons that scaffolded information down to students. The students were working on adding content, pictures, changing backgrounds and visuals that would help enhance their presentations. During this week students were also working with their peers on Edmodo to demonstrate the sharing of ideas. While the students were finishing up their presentations, reports, and conferring with the peers on Edmodo; I continued to confer with individual and groups of students to check on their progress. Students were also required to complete complex text with higher Lexile levels titled Presidents are just like us and President Obamas Back to School Speech. Here the students answered higher level thinking questions that required them to answer higher level thinking questions on Microsoft Word which they later attached back to Edmodo.

During the final week of this study students were finalizing all of their pieces for their final presentation of their letter and Glogster which were later put on the school districts website. The students work samples also got published on Edmodo where their peers could blog and comment on each individuals work with positive comments. Students were also completing assignments on higher Lexile level passages like Ronald Reagans Biography and a passage and online quiz on The Pinewood Derby Affairs. After completing all of these assignments, all of the students reflected on using technology in the classroom and their motivation to complete required assignments. This assignment had students reflecting using an attitude survey on the use of Edmodo, Glogster, Microsoft Publisher, and Microsoft Word in the classroom with literacy activities. Students work samples were taken to observe and analyze growth and success using literacy web 2.0 tools using the 6+1 Writing Rubric.

#### **Data Analysis:**

This study was an action based research study that was over a period of six weeks during the 2012-2013 school year. All of the information collected during these six weeks was from February to March. Here the teacher researcher observed two focal children in both informal and formal settings over this time period of two months. During this study the teacher researched used many domains which included observation field notes from classroom interactions, interviews, attitude surveys, student work samples, teacher instructional materials, pre and post work samples, parent surveys, and contextual data.



To analyze the data the teacher researcher used analytical codes such as motivation, participation, and quality of work. In regards to motivation, the teacher researcher looked for an increase in engagement with peers and teachers during digital literacy classroom activities. The teacher researcher looked at motivation and participation in literacy activities which used a variety of web 2.0 tools including Edmodo and Glogster. I also looked at the quality of work by carefully analyzing work samples using digital resources as well as analyzing traditional pen and paper method from their Writer's Notebook. The teacher researcher also analyzed how the focal student's used technology (IPads, computers) in their reading and writing throughout the school day.

To increase validity and reliability of the teacher researcher action based study I employed triangulation by applying analytical codes across domains of data that were used throughout the entirety of the study. The teacher researcher used many different domains in order to analyze Kyle and Christopher's engagement in class activities from a variety of perspectives. These perspectives included an interview with both focal children, formal observation field notes, attitude surveys, contextual background information, interview's, parent surveys, and student work samples throughout the entire study. With regard to the interview and attitude survey, the teacher researcher prepared questions that were focused on student interest in technology, understanding of technology, and their own metacognition of literacy development with regards to technology. With the formal observation notes the teacher researcher observed Kyle and Christopher during the school day which

included Writers Workshop, Reading, Guided Reading, Reading Instruction, Social Studies and Science to see how technology impacts their quality of work with different literacy tasks. I noted the information collected using the graphic organizer for classroom observation field note template (Appendix B). In regards to contextual background information the teacher researcher noted important factors that may contribute to the learning of the focal children. The teacher researcher located these factors through the use of the Happy Central School District's school website, New York State Report Card website, discussions with other teachers within the district, reviewing past student fields, and looking at Individualized Educational Plan (IEP). In regards to the teacher researcher's focal children Kyle and Christopher work samples will be analyzed during the school day specifically focusing on those activities that pertain to literacy which include Reading, Writers Workshop, Social Studies and Science.

**Summary:**

This action based research study examined the use of technology used in a sixth grade classroom that supports or hinders literacy development in two focal children, one of whom is classified as a student with disabilities and the other as an English Language Learner. Research was conducted in a sixth grade classroom in Plainfield, New York. The student population within this district is middle socioeconomic status. Happy Intermediate School is in good academic standing and currently has 296 students attending each day. Research was conducted in a sixth grade classroom with eighteen students during their school day specifically focusing

on literacy based activities. Data collection instruments included student and parent interviews, attitude surveys, observational field notes, and student work samples. Two participants Kyle and Christopher were examined more closely based on how technology tools either different affect or hinder their literacy development. This action based research study lasted for six weeks throughout the 2012-2013 school year. The participants were explicitly taught how to use web 2.0 tools like Edmodo and Glogster to enhance their reading and writing in literacy activities. Data was triangulated and analyzed using the 6+1 rubric, student work samples, and coding for themes.

## Chapter Four: Interpretation of Data

### Introduction:

#### Research Question One: How do children use technology in their reading and writing?

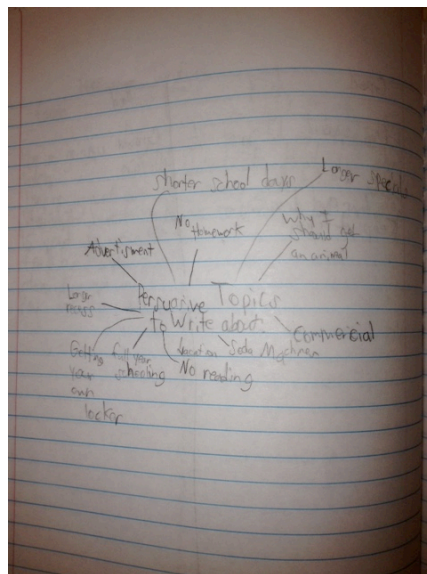
In this tech-savvy day and age our students are becoming digital natives and experiencing multimodal forms of technology in their home environment on a daily basis. As documented in the interview with Christopher:

*“Every day I go home and check my Facebook at least two or three times a night. After getting off Facebook I check Edmodo for the classroom then I check my email. After dinner I normally come back on the computer and type up stories for my grandfather using Microsoft Word. I love using the computer, I think I’m really good at it”* (Interview Christopher, 2/4/13)

When observing Christopher it is evident that he has a clear understanding of how to use different forms of technology. He is able to move about different windows, find different forms of pictures and media to enhance his writing, and able to explain to his peers how to accurately use different forms of technology.

Christopher is able to use the writing process to better enhance his writing and is able to take digital comments from his teacher on Edmodo and incorporate them into his writing to enhance his piece.

#### F.4.1 Work Sample Brainstorming Handwritten President Obama (2/14/13)



#### F.4.2. Work Sample First Draft Handwritten President Obama Letter (2/18/13)

Dear Mr. President,

I think that we should have a memorial day for children in the Sandy Hook elementary tragedy. I think that we should have memorial day because the shooting was a terrible event that will affect the lives of everyone. The memorial would help remember the students and teachers that lost their lives during the shooting. The 26 student and teachers all have families that love them and this will help them on what they have lost.

To prevent these situations, I think schools should have advanced security for better protection for the people inside the building, especially the children. The money to put into this may be high, but it would help protect many lives. This would make the U.S. a safer place for children.

#### F.4.3. Work Sample Second Draft President Obama Letter (2/26/13)

2/26/13 7:52 PM	✕
You may want to write what you enjoy about school.	
2/26/13 7:52 PM	✕
I have some ideas on changes to make in America.	
2/26/13 7:52 PM	✕
spelling: event?	
2/26/13 7:52 PM	✕
When do you think this Memorial should be? Why would this be important for all of America?	
2/26/13 7:52 PM	✕
What type of advanced security? Do you think metal detectors, armed police officers? What are your ideas.	

President Barack Obama  
1600 Pennsylvania Avenue, N.W.  
Washington, DC 20500

Dear Mr. President,

My name is [redacted], I am in Miss. Spiotta's 6<sup>th</sup> grade in [redacted]. The changes I want to happen in America are to have a memorial for the Sandy Hook tragedy. I also think that we should have more funding for more protection at school. More protection would help prevent these events from happening.

I think that we should have a memorial day for children in the Sandy Hook elementary tragedy because the shooting was a terrible even that will affect the lives of everyone. The memorial would help remember the students and teachers that lost their lives during the shooting. The 26 students and teachers all have friends and families that love them and this will help them on who they have lost. [redacted]

F.4.4. Work Sample Third Draft President Obama Letter (3/1/13)

Dear Mr. President,

My name is \_\_\_\_\_, I am in Miss. Spiotta's 6<sup>th</sup> grade in \_\_\_\_\_  
What I like about school, are all the fun things we do like our field trips, our specials, and the classes we have. But there are some other children having problems with school. I have some ideas to help America are to have a memorial for the Sandy Hook tragedy. I also think that we should have more funding for more protection at school. More protection would help prevent these events from happening.

I think that we should have a memorial day for children in the Sandy Hook elementary tragedy because the shooting was a terrible event that will affect the lives of everyone. The memorial would help remember the students and teachers that lost their lives during the shooting. The 26 students and teachers all have friends and families that love them and this will help them on who they have lost. I think the memorial should be on the day of the shooting. This would be important for all of America because it would help us give our sorrow for the children and teachers that died during the shooting.

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When observing Kyle in this particular assignment he was able to expand on his ideas and convey his thoughts in a logical and cohesive manner. He was able to expand on his thoughts and details on the computer and added more details from Draft One to Draft Two. Using the computer he was able to write more efficiently and quickly and added more details that accurately pertained to the assignment. It seems as though Christopher flourishes when discussing his ideas with peers and his teacher and his work accurately reflects this.

This research aimed to explore how these different forms of technology shaped my two focal children's learning environment. Both focal children Christopher and Kyle are very active participants in literacy based activities within

the classroom. They are comfortable and prefer to read using a form of eBooks on iPads that are within the classroom. While reading they are constantly checking for information and highlighting key pieces of information using the highlighting tool on the iPad. They are able to bookmark their place and save their reading place to come back and look at later. Although most of this information was taught at the beginning of the school year both focal children have explored and can easily navigate throughout the iPads to actively explore and engage in literacy based activities. Most of these activities were done during the students independent reading time of thirty minutes where they are able to read stories that they choose. Although there is a wide variety of books in the classroom library both Christopher and Kyle prefer to read on the iPads and frequently ask to use them during this time. As documented in the Field Note:

*Kyle asked to use the iPad during independent reading time and continued reading the story The Lightning Thief by Rick Riordan. He immediately sat down and found where he left off and continued reading. He went back into his reading and looked over the previous chapter (Chapter 2) paying particular attention to the highlighted notes. He stated to Miss Spiotta "I really like being able to highlight on the iPad because it helps me remember the important information, you can't do that in a real book. This is my favorite thing, thank you for letting me read on this today!"*  
(Field Note #1, 02/04/13)

It seems as though Kyle thrives off of this digital media. He is reading a book that is above his independent level yet he seems to have a deeper understanding of the



story because he is able to “mark up” the text. He feeds off the digital technology and being able to maneuver and try different things in the digital world like highlighting the text and looking up unknown words in the dictionary via the Internet.

Technology has clearly played an important role with regards to reading with Kyle and has encouraged him to continue reading at home. There are often times where he reads at home for extended periods of time using his iPad where before he was very adamant and set in not reading unless bribed by his parents as stated by his father in the parent questionnaire.

*“Kyle never used to be a reader at home. Getting him to read paperback or hardcover books was always a struggle, his mother and I would try to do everything to encourage him to read. This includes taking away his video games and his cell phone but it never lasted. Now that he has found “new ways” to read on the iPad he comes home and reads for at least 60 minutes a week which is a huge improvement.”*  
(Kyle’s father, parent questionnaire 02/08/13.)

These findings show that both Kyle and Christopher have shown growth through the use of technology. Their deeper understanding and quality of work improved significantly as they were experiencing new things. Christopher was able to expand his knowledge through the writing process and create a product that was well thought out, had valid reasons, and accurately fit the description of the project. Kyle was able to read more books and understand what he was reading through the use of digital tools like highlighting and the dictionary.

**Research Question Two: How does technology affect student's participation, motivation, and quality of work with regards to literacy development?**

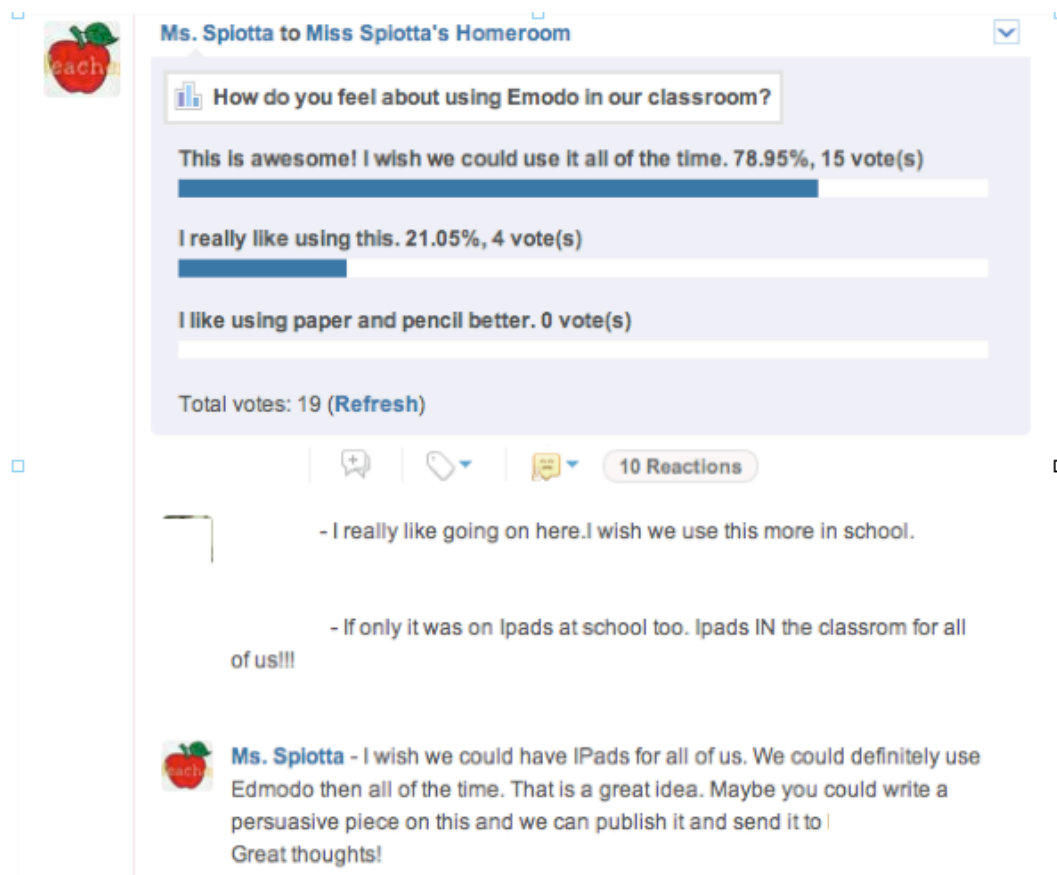
Motivation is the key to almost anything we do in life. Whether it is cleaning a house, reading a book, or writing a paper; it is always easier to complete a task when it is something enjoyable and there is self motivation to the reward. In this technological age my focal students are continuously on computers and/or video games when they come home from school. As documented in the interview with Kyle:

*"I normally go home and complete my homework, that takes me about an hour. Once that is done if I don't have hockey I go on the computer and play Mine Craft for a few hours. Some days I will listen to music from Youtube while playing a game. Some days I log into Edmodo and talk to my friends from school or go on Facebook. I love doing all of these things they are a lot of fun!"* (Interview with Kyle, 2/4/13)

The importance of this interview shows that Kyle views technology in his own life not only for fun but also for literacy development. It is evidence that multitasking with different forms of technology is evident in aspects of my students lives outside of school. They are able to do multiple things while working with different forms of technology and are able to be successful. This passion for technology is evident not only in their home life but also in their school work throughout this action based research study.

Both focal children's motivation increases when they are able to use technological devices in the classroom. They both view our virtual learning classroom Edmodo as a fun learning experience where they wished they were able to do more on this site. Their responses show that using this tool is a productive use of time and something that they are actively engaged in, as stated by the poll conducted at the end of this study on Edmodo.

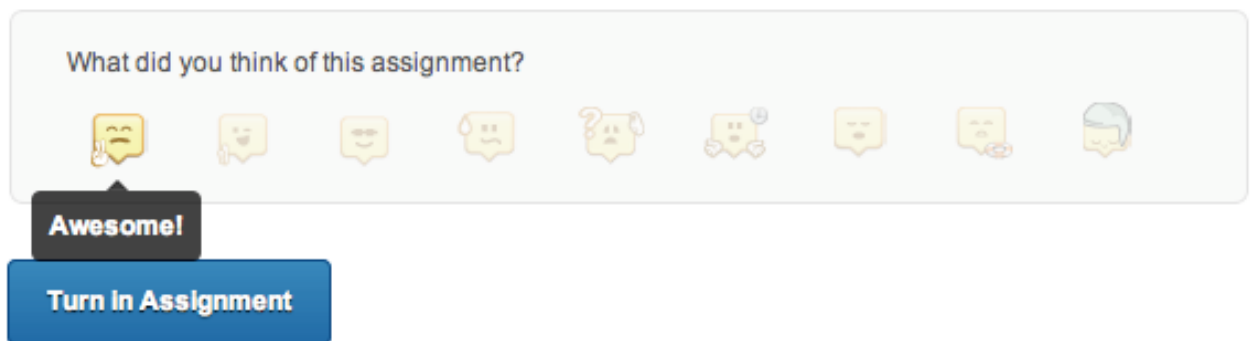
#### T. 4. 2 (Poll on Edmodo)



This proves to me that both children enjoy using this tool and want new devices where they can log into and use this site for all subjects. Looking at motivation was easy to do on Edmodo because at the end of each assignment they

turned in students have to rate what they felt about this activity. Their choices included awesome, like it, interesting, tough/challenging, not taught in class, need more time, bored, need help and lost interest. This website prompts students at the end of each assignment and does not allow students to turn in information without selecting how they felt about each assignment. Below is an example of a screenshot that students would see when they are prompted to turn in an assignment.

T. 4. 3 (Edmodo Icons)



In regards to Kyle out of the seventeen assignments he had to complete throughout this research study he responded awesome all seventeen times. Not only did he respond awesome to every assignment he also commented a variety of times stating how the assignments were interesting, fun, or awesome! This written form of communication shows me that Kyle truly enjoys using technology to complete assignments. His motivation increased and he was more apt to complete required assignments not only during school time but also went home and completed assignments early. Table 4.5.6 shows a response Kyle gave when handing in an assignment about a Presidents Assignment.

#### F. 4.5. (Presidents Assignment Response from Kyle)

The screenshot displays a digital assignment submission interface. At the top, it indicates the assignment was "Turned in Mar 4, 2013 2:07 PM". The student's response is titled "presidents\_are\_just\_like\_us.docx" and includes a preview of the document. Below the submission, a "Comments" section shows a student comment from March 4, 2013, and a teacher response from Ms. Spiotta dated March 7, 2013. The teacher's comment expresses appreciation for the student's work and encourages further improvement. On the right side of the interface, a "Grade" section shows a score of "90/100" and identifies the grader as "Ms. Spiotta".

Seeing a written response that stated this proves to me that technology really does encourage students to complete their assignments. Kyle enjoyed the freedom of being able to access different files in a digital world and loved being able to express his thoughts and opinions. Many times during this study you could see Kyle smiling and talking with his peers about his findings and information he discovered. These types of comments were rare in a typical (paper and pencil) classroom.

With regards to Christopher out of the seventeen assignments that were completed during this study he responded awesome fifteen times and interesting five times. This shows me that Christopher really appreciated and took the time when considering what icon to put for each assignment. His responses show that he enjoys the web 2.0 tools we were using in our classroom.

With regard to participation with both of my focal children all of the assignments were completed to the best of their ability. A few assignments were even completed early as they went home and worked on a few assignments before they were assigned. Not only were they actively participating in their own work, in a variety of assignments like Glogster and Writing a Letter to the President Christopher actively was helping his peers and discussing his thoughts and opinions as documented in the following Field Note.

*“Christopher helped his friend by reviewing his work on the President’s Letter and made comments on how to improve his work. He stated how he liked the topic that he was presenting to the President and how it was similar to his own. He also critiqued his peer by stating that at one point he said the same information twice and it should be removed.”* (Field Note 5, 2/22/13)

This active process of revising and working with one another helped clarify information for both Christopher and his peer and enhanced their final presentation letter. By reading and reviewing each other’s information they were able to discuss similarities and differences and read something from a different view point. Actively working with his peers Christopher was able to establish a firm understanding of the topic of his letter and was able to use his knowledge and this information when creating a Glogster with his seat mate. He was able to recognize his audience and who the intended reader was and kept this in mind while he was creating this web 2.0 tool with his peer. He was able to recognize that using a silly graphic on a hotdog

text box would have been too simple and not match the audience, as stated in the following Field Note:

*“I don’t think we should use this text box with a hot dog attached to it, remember we are sending this to the President and not to a child. We want to make sure this looks sophisticated and something the President would want to read, I don’t think he would take us seriously if we use a hot dog text box. What do you think?”*

(Field Note 7, 3/6/13)

This shows that not only was he able to actively communicate his thoughts to his peers but he was also able to explain why he was thinking this. This dialogue and participation with his peers helped enhance their overall Glogster and by opting to not utilize the hot dog text box their Glogster looks sophisticated and serious.

Christopher eagerly participated and enjoyed bouncing ideas off of his peers when working in small groups to create a digital project. This discussion proved that technology has many different outlets that students can choose to utilize while they are creating new digital projects that can come from a variety of clip arts, or Google images. If you set a clear purpose at the beginning of instruction on who the audience is, students can create quality products through discussion and active participation.

Both Kyle and Christopher’s quality of work increased through the use of technology websites and web 2.0 tools. Both students were actively participating, working and on task during all activities during this action-based research studies. These children were observed as being happy, and actively discussing with their peers information they were finding that corresponded with their final projects. Both

students were using text based evidence, complete sentences and vivid descriptions to support their thinking and reasoning. As shown by the Work Sample by Kyle for his 911 Passage

#### F.4. 6 (911 Work Sample from Kyle)

The screenshot displays a list of four questions and their corresponding answers, with feedback comments provided for each. The questions are numbered 1 and 2, and the answers are written in a text box. The feedback comments are in yellow boxes with a red 'X' icon.

2/24/13 4:05 PM  
Be sure to state if the purpose is to inform, persuade or entertain.

2/24/13 4:05 PM  
check spelling.

2/24/13 4:05 PM  
Careful this detail is not accurate, there was not a plane that hit the White House.

2/24/13 4:05 PM  
your answer to this question was very well written. You provided text based evidence to support your thinking and did a great job. Keep up the great work!

1) I think the author's purpose is for writing this article is to give information about 9/11 because from my reading I know that it said that the first plane that hit the first tower had 44 passengers. The passage also said that after the two towers fell another plane hit the pentagon, and then another plane hit the White house.

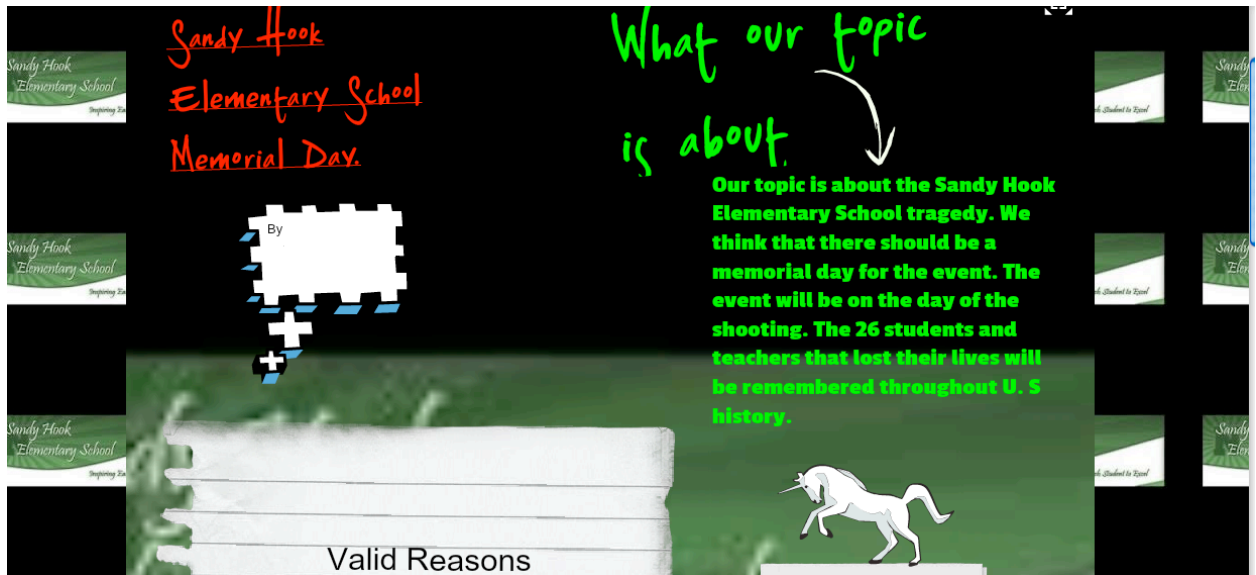
2) I think that 9/11 is the day Americans will never forget because the attack was so sudden nobody thought that anything could ever ruin the day that the terrorists were going to attack. Nobody knew that the terrorists were coming to kill themselves just to kill other people. I think 9/11 is the day nobody will forget is good title because the title is true everybody knows about 9/11 and nobody will forget it. The terrorists chose to do it on a nice a day in New York City because that way the terrorists could ruin the nice day that the people were enjoying.

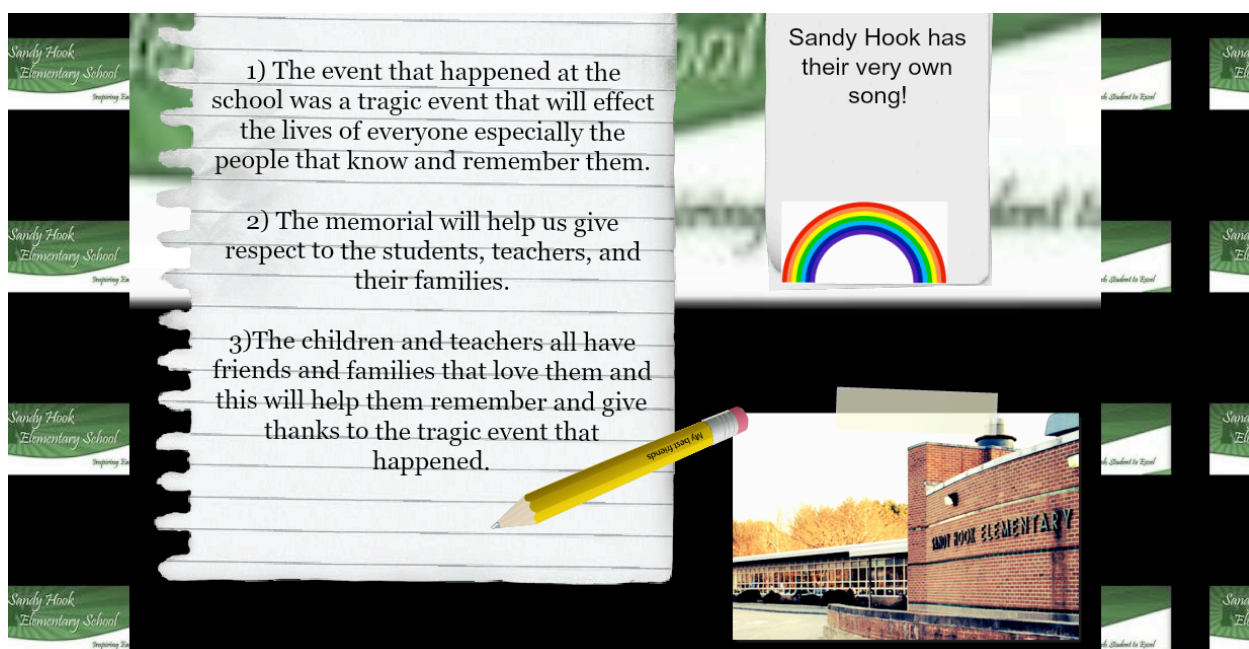
You could see how Kyle was actively thinking about the text he was reading and using text based evidence to support his thinking. Although some of his details were not accurate, the other pieces of information provided clear topic sentences and fully answered the questions that were being asked. He was able to expand on his information and easily change pieces that did not make sense using the delete button on the computer. His grades in Social Studies, Writing and Reading increased during this time.



Christopher also was able to provide quality work during this six week study that showed higher level thinking and skills necessary to be a successful reader and writer. He was able to produce high quality projects that were full of valid reasons and pictures that correlate and support his thinking using the web 2.0 tool Glogster. This project directly correlated with his letter to the President and provided key important information that are essential to understanding what he wants to change in America, as shown by his work sample for Glogster.

F.4. 7. (Work Sample Christopher Glogster)





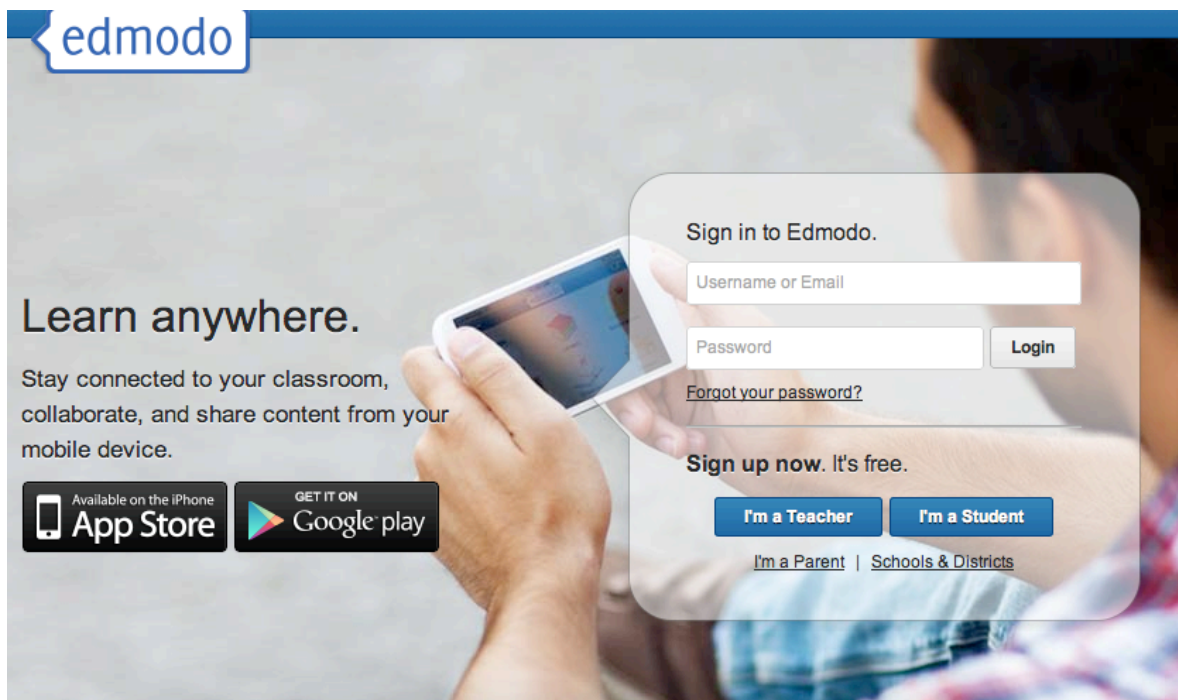
Although this can not be viewed from this paper, Christopher and his seat mate also linked a song from Sandy Hook that plays in the background of their Glogster. This adds meaning to their content and really ties the entire project together. Christopher and his seat mates ideas expanded and grew the more research they conducted and the more they discussed this. They were able to incorporate specific pictures that directly correlate with the meaning of their project.

### **Research Question Three: How do digital literacy activities support academic literacy development?**

In this tech-savy day and age our students are becoming digital natives and experiencing new forms of learning on a daily basis. There are a variety of different websites and tools that educators can use to help students with their reading and writing that are free of cost. This study focused on how web 2.0 tools can enhance my focal children's learning in this new digital world that we live in.

Through the use of Edmodo and online virtual learning classroom students were able to use the traditional paper and pencil writing process method and use the Internet to research and a Word Document to type their answers. This website is a free site where educators can attach assignments and students can learn how to navigate throughout the social media world by interacting with their peers and linking websites, files, and other items that correlate with specific topics taught in class. From my findings I have learned that this is not a means to teach students different concepts, but it can be used to help enhance meaning and show students quality high level text that are engaging and pertain to topics they are learning about in the classroom. Below is the website used throughout this action based research study.

T. 4. 4. (Edmodo Website)



This website is preparing students and allowing them to become college and career ready as they will be utilizing tools similar to this when they are in college. This website allowed the teacher to monitor students work and respond to students thinking instantly to help clarify material and provided comments and suggestions on how to make their thinking more advance and at a higher level. Using this website throughout this study has inspired my focal children, they have gone home and discussed this website with their parents and log in on weekends to check their work and grades. This website has expanded my students thought process and they feel more confident in using technology. As documented in Field Note 4 by Kyle:

*“This is really cool and I feel like I know how to use parts of the computer better. I have always wondered how you can send information over the Internet and if we could connect with students outside of school. I am really excited to try this at home and show my parents!”* (Field Note 4, 3/12/13)

This proves that students want to take an active role in the classroom at home and when they are using web 2.0 tools and social media techniques they become more inspired and want to connect with their peers outside of the classroom.

### **Summary:**

This study found that technology is an important component in the classroom and something educators should incorporate into their reading and writing time. It is quite clear that through the use of web 2.0 tools both focal children were able to enhance their reading and writing skills and able to produce quality work that were inspiring and unique to their personalities. Both students were able to independently

take on a variety of skills and strategies that were taught in reading class and were able to transfer these strategies and expand on their answers using new technological tools. These students clearly benefited from the use of an online learning classroom where they could share experiences and ideas with their peers. Incorporating technology into literacy practices is not only motivational to these learners but it will be beneficial for these students to become lifetime readers and writers in a technological advanced world.

## **Chapter Five: Summaries, Conclusions and Recommendations**

### **Conclusions:**

This study examined the ways in which online digital medias were used within a sixth grade classroom. Students were actively engaged in digital 2.0 tools like Edmodo and Glogster which they used to enhance their research and learning over a six week time frame. The teacher researcher observed and analyzed the two focal students' progress and growth over this time period paying particular attention to motivation, participation, and quality of work that was affected with regards to literacy development. Through triangulation of the various data sources, it was found that using web 2.0 tools to correspond to their literacy activities had a significant impact on students' reading and writing development as well as their motivation to complete assignments and their ability to transfer learning from one setting to another. However, simply providing student's with these new web 2.0 tools is not sufficient enough to show gains in children's literacy skills. Proper training is needed both for teachers through professional development and webinars to see how to incorporate these techniques into the classroom. Students need to have mini-lessons and instructions on how to use these new technologies to fit their literacy needs. Providing students with proper instruction as well as guided handouts to assist them will help them and reduce questions. Students can use the handouts as well as walking through instruction for a day to help eliminate and reduce questions. These web 2.0 tools are a powerful tool to use in the classroom when used properly, but

allowing students to run free from day one will provide confusion and little growth for your students.

Instructors and administrators today need to understand the power of technology and embrace new technological tools to support their student's learning. In this ever changing world with new technology being created and implemented every day school districts need to stay current and utilize these tools to enhance their students learning. Teachers need to be able to modify, change, and adapt to meet the growing needs of technology within our society. It is imperative that school districts begin using these technology web 2.0 tools to enhance their literacy development.

**Limitations:**

Although this study was useful and provided lots of information. There were limitations in this study which included a small sample size of sixth grade students. Only two focal students were observed during this study both of whom were highly motivated by technology. This may have changed if I chose other students to focus on, or focused this study across different grade levels. This research also took place in a rural community, and it cannot be generalized as an answer for suburban and urban contexts. Only two types of web 2.0 tools were utilized throughout this study and other tools were not introduced during this study.

**Implications for Focal Children's Literacy Development:**

In both Kyle and Christopher's case, they both thrive off technology and using new types of technology to enhance their learning and literary development. Both students literacy development revolved around motivation to socialize with their

peers, create new multimodal projects, and their ability to collaborate effectively with their peers to enhance their understanding of new forms of technology and clarify confusions.

### **Implications for Future Teaching:**

The findings from this study have already informed my future teaching in many ways. I will continue to incorporate online technology web 2.0 tools in my classroom in both reading and writing and will expand this to other subjects as well. I have encouraged other educators in my school district and gave a professional development workshop on using Edmodo to enhance literacy development in the elementary grades. So far five other teachers in my school are beginning to implement and use Edmodo with their classrooms including the three other sixth grade teachers.

To help further development student's literacy development I am going to encourage students to use Edmodo at home (which my group of students have done this school year) to help clarify assignments and blog back and forth on literacy related topics. Using this site at home will help reinforce literacy skills, provide them with access to past assignments completed, videos on skills, as well as other information that will help them with understanding the curriculum. This is a great gateway to home connections and parents can log on using their own account that they can create to stay current on their students work. Next year when I use this program in my classroom, I plan on having a parent workshop where I can teach them how to use Edmodo and how to view their child's work and comment on the classes



work. It is a great way to connect home life and classroom life. Parents can stay actively involved in viewing their child's assignment as well as learning how to further skills at home.

As an educator, I know how important it is to stay current on new findings. It will be my responsibility to better myself as an educator by attending professional development workshops and webinars on new forms of technology. I need to be willing to take risks and try new forms of technology to best fit the needs of my students. I have to make sure that these forms of technology are research-based strategies and tools that can be used to help enhance their learning. I have seen first hand how this form of technology has improved not only my focal students reading and writing but all of my students. They would ask everyday when we can go to the computer lab, and many would log on at home to complete required assignments. This motivation and encouragement proves to me just how much technology can impact my students world, and leaves me believing that technological paths like Edmodo and Glogster are a great resource and something I will continue to use for the rest of this school year and for years to come. As an educator it is important to remember that not all students learn the same way and some would benefit from further instruction and mini lessons to fully understand these new technological devices. It is crucial to create technology lessons that actively engaging and allowing my students to express their ideas and thoughts through a variety of social interactions.

**Recommendations for Future Researchers:**

The Internet is rapidly changing the way students view the world we live in. Many of these students come to school with prior knowledge about online games, blogging, social media, and exploring websites. As educators it is our responsibility to teach our students not only about the safety of using the Internet, but how they can use technology to enhance their learning. Teaching students how to read and write online has become a priority so that they can become fully literate in today's digital world (Hobbs, 2011). The Internet and web 2.0 tools requires students to develop new ways to incorporate reading and writing into their schema. Literacy in the 21st century involves more than teaching students to read books and write using paper and pencil. Instead educators must teach their students how to incorporate these strategies and skills into other technologies.

The findings of this study will not only benefit myself but current and future educators as we move into this digital age of learning. As school districts, administrators and teachers look for new and creative ways to use technology in their classroom web 2.0 tools can be strongly considered as the wave of the future and a new way to integrate reading and writing in this digital age. It is extremely important for educators to realize that students can not complete this task alone, their needs to be a gradual release of responsibility full of proper instruction and modeling for students to fully understand how to use these tools. Breaking it into parts and chunking the information will be more effective rather than providing them a whole

lot of information at one time. Using handouts to help full of pictures (with younger grade levels) and words (with older) will help scaffold information down to students.

In order to stay current with new technology tools attending professional development workshops and webinars are crucial to understanding and implementing these types of technology effectively. Proper training is essential and educators need to fully understand how to use this piece of technology before showing their students. Appropriately matching the needs of our students with the write forms of technology will help enhance literacy instruction and development but will take time. Being able to take risks and try something new is important to help our students succeed and become college and career ready.

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## *Appendices*

Appendix A: Parent Letter

Appendix B: Observational Field Notes Form (Blank Copy)

Appendix C: Writing Trait Rubric

Appendix D: Student Interview Questions

Appendix E: Technology Attitude Survey

Appendix F: Glogster Handout Sheet

Appendix G: Common Core Standards 6th Grade

Appendix H: Edmodo Website

Appendix I: Technology Survey Answers

Appendix J: Other Work Samples by Kyle

Appendix K: Other Works Samples for both Kyle and Christopher

Appendix L: Other Work Samples for Christopher

Appendix M: Field Notes

## ***Appendix A: Parent Letter***

January 2, 2012

Dear Parent or Guardian,

As many of you know I am currently working on my Master's degree in the department of Education and Human Development at SUNY Brockport. For my thesis, I am conducting a study regarding technology and its effect on sixth grade student's literacy development.

As part of my study, I will be asking students to complete the following:

- *Technology Attitude Survey*- a survey on their feelings about technology, 35 questions answered by circling their thoughts about each question. This survey will be given twice, at the beginning of the study and at the end.
- *Reading Instruction Lessons* – twice a week reading instruction with a focus on comprehension and writing will be completed in the computer lab using different forms of technology like ePals, Photostory Three, and Glogster.
- *Observational Field Notes* – observational notes will be recorded regarding your child's demonstrated technology experiences during the duration of the six-week long study.
- *Informal Interviews* – interviews will be given in a natural and conversational, informal method. I may also collect student work samples and audio tapings of interviews and/or technology related experiences so that I may transcribe them accurately.

If you grant consent for your child to participate in this study, work samples may be collected from your child. Observational notes will be taken on you child's technology experiences. Interviews about technology experiences may be audiotaped so that excerpts can be recorded accurately. The audiotapes, interviews, and observational notes will be destroyed at the end of the study.

Participation in this study will not impact your child's grade negatively or positively.

The enclosed Guardian Consent form includes information about your child's rights as a project participant, including how I will protect his/her privacy. Please read the form carefully. If you are willing to allow your child's participation, please indicate your consent by signing the attached statement.

Thank you in advance for your consideration.

Sincerely,

Lauren Spiotta  
Graduate Student, SUNY Brrockport  
Sixth Grade Teacher  
[lspiot1@brockport.edu](mailto:lspiot1@brockport.edu)

Dr. Dong-shin Shin  
Thesis Advisor at SUNY Brockport  
Teacher [dshin@brockport.edu](mailto:dshin@brockport.edu)  
(585) 395 - 5007



***Appendix B: Observational Field Notes Form (Blank Copy)***

**Date:**

**Teacher Name:**

**Observer:**

**School:**

**Time start: Time Stop:**

**Subject:**

**Class (e.g., mainstream, inclusive class):**

**Grade Level:**

**Location:**

**Class Layout:**

**Group Configurations:**

**Grouping strategies:**

**Instruction materials**

Classroom Observation Fieldnotes		
Phase	Observations	Interpretations
Phase I		
Phase II		
Phase III		

***Appendix C: Writing Trait Rubric***

Name: \_\_\_\_\_

**Sixth Grade Standards Writing Rubric**

<b>Sentence Fluency</b>		<b>Conventions</b>		<b>Voice</b>		<b>Word Choice</b>	
Writing is consistently smooth, with a variety of sentence structures. Simple, compound, and complex sentences are used correctly.	4	Author always uses pronouns and verb tenses correctly; punctuation of sentences is correct. All proper nouns and initial words in sentences are capitalized. Spelling is correct throughout paper.	4	Distinctive style; reader “hears” author speaking. Engages the reader’s interest by showing exceptional knowledge and interest in topic.	4	Author always chooses precise, colorful words and uses them correctly. No “dead” words used. Word choice shows awareness of audience.	4
Writing is mostly smooth, with a variety of sentence structures. Sentences are used mostly correctly.	3	Mostly correct usage of pronouns, verb tenses, punctuation, capitalization, and spelling.	3	Some glimpses of a distinctive style. Writing communicates some personal knowledge and interest in topic.	3	Author mostly chooses precise, colorful words. Limited use of “dead” words. Word choice shows some awareness of audience.	3
Some variety of sentence structures used, but some sentence structures are used incorrectly.	2	Some difficulty using correct pronouns, verb tenses, punctuation, capitalization, and spelling.	2	Not much personal style. Occasional glimpses of author’s interest and knowledge.	2	Author tends to choose general rather than precise words. Some incorrect usage. Many “dead” words used. Word choice shows limited awareness of audience.	2

Sentence Fluency		Conventions		Voice		Word Choice	
Author writes in fragments or run-on sentences with some complete simple sentences.	1	Poor use of pronouns, verb tenses, punctuation, capitalization, and spelling.	1	Mistakes and lack of care indicate author's lack of interest and knowledge.	1	Author has difficulty choosing the proper word. Full of "dead" words. No awareness of audience.	1

Ideas and Content		Organization		Presentation	
Writing is clear, coherent, and focused and shows awareness of audience. Lead is attention- grabbing and states the purpose for writing with sophistication. Main ideas are supported by relevant facts, details, and explanations; conclusion includes personal summary, reaction, or understanding.	4	Extremely well-organized, using patterns such as compare/contrast and order of importance throughout paper. Writing clearly progresses through beginning, middle, and ending.	4	Each page is carefully written or typed, unwrinkled, and clean. Margins are straight: special care has been taken with titles and headings; illustrations are carefully inserted. All guidelines followed.	4
Writing is clear, usually focused, and shows awareness of audience. Lead is somewhat attention grabbing; purpose is clear. Main ideas are mostly supported by relevant facts, details, and explanations; fails to conclude with personal summary or understanding.	3	Well-organized; patterns are mostly effective and used fairly consistently. Writing progresses through a beginning, middle, and ending.	3	Neatly and carefully written; straight margins; unwrinkled paper. Most guidelines followed.	3
Writing is somewhat clear, though unfocused, and shows little awareness of audience. Opening is dull. Main ideas are not well supported; Conclusion includes only very general summary/observation.	2	Somewhat organized, but fails to write a clear beginning, middle, and ending.	2	Generally neat, but shows a few smudges or corrected errors. Some guidelines followed.	2
Writing is somewhat incoherent, and unfocused, no awareness of audience. Main ideas are unsupported. No summary or understanding.	1	Writing is disorganized; hard to notice a pattern	1	Paper is so wrinkled and messy that reader does not want to touch it. Guidelines not followed.	1

### ***Appendix D: Student Interview Questions***

#### **Interview Questions:**

- Do you have a computer at home?
- If yes, does this computer have access to the Internet?
- How many days a week do you go on the computer?
- Do you have a Facebook?
- Do you like doing things on the computer?
- What would you like to learn on the computers?
- Do you think we should use technology more in our classroom?



**Appendix E: Technology Attitude Survey**  
**Technology Attitude Test**

Name: \_\_\_\_\_

Instructions: Please read each statement and then place an X in the box which best shows how you feel.

SD = Strongly Disagree   D= Disagree   U=Undecided   A= Agree   SA=Strongly Agree

Question	SD	D	U	A	SA
I enjoy doing things on the computer.					
I am tired of using the computer.					
I will be able to get a good job if I learn how to use a computer.					
I concentrate on a computer when I use one.					
I enjoy computer games very much.					
Writing on a computer is easier for me.					
I work harder when I use computers					
I know that computers give me opportunities to learn many new things.					
I can learn many things when I use a computer.					
I enjoy lessons on the computer.					
I believe that it is important for me to learn how to use a computer.					
I think computers are very easy to use.					

Question	SD	D	U	A	SA
I feel comfortable working with a computer.					
I am a fast typer.					
Computers are difficult to use.					
I can learn more from books than from a computer.					
I enjoy using Spelling City on the Computer.					
I enjoy writing stories on the computer.					
I can easily navigate around the Internet.					
I would like to do more work on the computers.					
I'll need a firm mastery of computers for my future work (high school and college).					
I want to learn more about computers.					
A computer test would scare me.					
Computers are a great way to interact with people around the world.					
I see the computer as something I will rarely use in my daily life as an adult.					
Computers will help me learn more information about specific topics.					
Computers are exciting.					



Question	SD	D	U	A	SA
Learning to operate computers is like learning any new skill - the more you practice, the better you become.					
I like to read books on IPads, Nooks, Kindles, Etc.					
I have used Skype on the Computer.					
I would like to connect with different people around the world using computers.					
I would rather send a text message then make a phone call.					
I would rather type my notes in class than write them in a journal.					
I think Facebook, Twitter, Blogging is important.					

Instructions: Place an 'x' between each adjective pair to indicate how you feel about the object.

Computers are:

Unlikeable	_____	_____	_____	_____	_____	Likeable
Unhappy	_____	_____	_____	_____	_____	Happy
Bad	_____	_____	_____	_____	_____	Good
Uncomfortable	_____	_____	_____	_____	_____	Comfortable
Dull	_____	_____	_____	_____	_____	Exciting

## Appendix F: Glogster Handout Sheet

# Welcome to Glogster!

Steps to help you **login**:

- 1) Go to <http://edu.glogster.com>
- 2) Click on the Log In, in the upper-right hand corner of the page.
- 3) Enter your given Nickname: \_\_\_\_\_ and Password: orange
  - 1) Keep this information in a safe spot. It will be your log in information for the whole school year.

**Glogster EDU** Tour Pricing Glogpedia Ambassador Blog Log in

Sign in with Google

### Log In

Nickname:

Password:

☐ remember me on this computer

[Lost your password?](#)

Not registered yet? [Register here!](#)

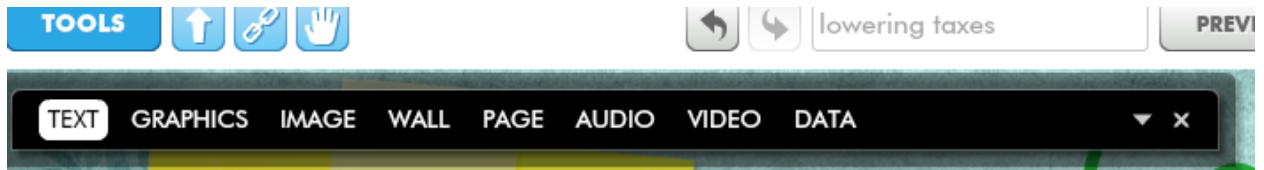
#### Having problems logging in?

1. Do you have an account on Glogster EDU? This site is for EDU users only. If you require an account, please sign up from our homepage, click "I am a teacher" or "I am a student" for an account.
2. Has it taken a while to log in? Please refresh the page, and try again.
3. Should you require additional assistance, please contact [customercare@glogster.com](mailto:customercare@glogster.com)

Creating a Glog:

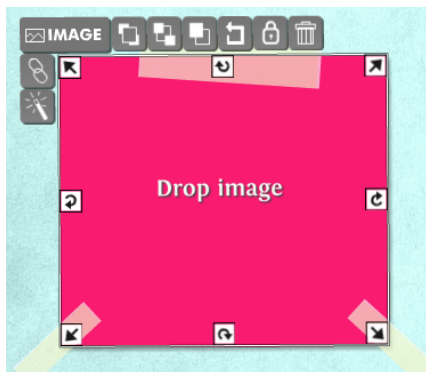
- 1) Click on the Glog section and click on Create your first glog
- 2) A bunch of different types of pre-made glogs will appear.
- 3) For this assignment please click on: **Assignment** layout. For future assignments you will be able to create your own from any layout.
- 4) Deleting images/text off your screen.
  - 1) Click on whatever you want deleted. In the top right hand corner click on the trash can.

- 5) The **Tools** button in the top left hand corner is going to be your lifeline throughout this entire journey. It is where you will be able to create your glog and make it unique. To get out of the Tools button click on the X in the top right hand corner.



- 1) Changing the background:
  - 1) Go into **Tools**:
  - 2) On the top click on **Wall**:
  - 3) Click on **Gallery** in the left hand corner.
  - 4) Search around for one you may like.
  - 5) When you find one you want to use click on **Use It**.
- 2) Changing the text
  - 1) Click on the space from default layout where you can type.
    - 1) Type what you want it to say first.
    - 2) You can then highlight the text and change the font.
    - 3) You can highlight it and using the big dot change the size of the font. Bigger to the right, Smaller to the left
    - 4) Choose a color or click on all colors to change the color.
  - 2) If you want a new text box.
    - 1) Go into tools.
    - 2) Click on Text.
    - 3) Click around till you find one. Be sure to explore the different options using the left hand side to guide you.
    - 4) When you have found one you like click use it.
- 3) Adding graphics (there are lots to choose from but it is hard to search)
  - 1) Go into tools
  - 2) Click on graphics
  - 3) Explore on the left hand side.
  - 4) When you find one you like click on use it. This will make it appear in your glog.
- 4) Adding images.
  - 1) Go into tools
  - 2) Click on image

- 1) My Images:
  - 1) This will show you any images that are saved to your H Drive.
- 2) Google
  - 1) This allows you to search for any image you want to put on your glog.
- 3) When you find one that you like click use it.
- 5) Adding videos
  - 3) Go into tools
  - 4) Click on video at the top.
    - 1) My video:
      - 1) This will show you any videos that are saved to your H Drive.
    - 2) Youtube:
      - 1) This will allow you to search any video on Youtube and place it into your glogster.
      - 1) You must make sure it is appropriate.
      - My advice is to view it first in youtube.
  - 5) When you find a video that you like click use it.
  - 6) Note: You will not be able to listen to your video until you are finished with your glogster.
- 6) Resizing images
  - 4) Double click on the image/text you wish to resize.
  - 5) Using the arrows drag it to make it bigger or smaller.
  - 6) You can also use the turn arrows to make the image rotate.



- 7) Saving your work:
  - 4) Click on the preview button first to make sure that it is perfect.
  - 5) Then in the box next to the preview button give your glogster a name. Example: Year Round Schooling.
  - 6) Then click save.

- 3) Click on Discipline for what your Glog matches.
  - 1) Example: Writing - - Click on Language Arts
- 4) Click on Grade 6
- 5) Next click on Finished or Unfinished.


Discipline:

<b>Language Arts</b>	<b>Vocational and Technology</b>
<b>World Languages</b>	<b>Social Studies</b>
<b>Arts &amp; Music</b>	<b>Health and Fitness</b>
<b>Math</b>	<b>Resources and Tools</b>
<b>Science</b>	<b>No category</b>

Grade:

1	2	3	4	5	6	7	8	9	10	11	12
---	---	---	---	---	---	---	---	---	----	----	----

Tag your Glog:



Glog URL:

http://  .edu.glogster.com/

You can edit this part of Glog address (URL)

Privacy:

<b>FINISHED</b>	<b>UNFINISHED</b>
-----------------	-------------------

**FINISH SAVING**

When you log back into Glogster you can click on edit to continue working on your Glog.

Have fun! Be creative and Happy Glogging! :)

*Appendix G: Common Core Standards 6th Grade*

**New York State P-12**

**Common Core Learning Standards for**

**English Language Arts & Literacy**

#### *Production and Distribution of Writing*

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
    - a. Produce text (print or nonprint) that explores a variety of cultures and perspectives.

---

  5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 on page 66.)

---

  6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
-

### Grade 6 students:

#### *Research to Build and Present Knowledge*

7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

---

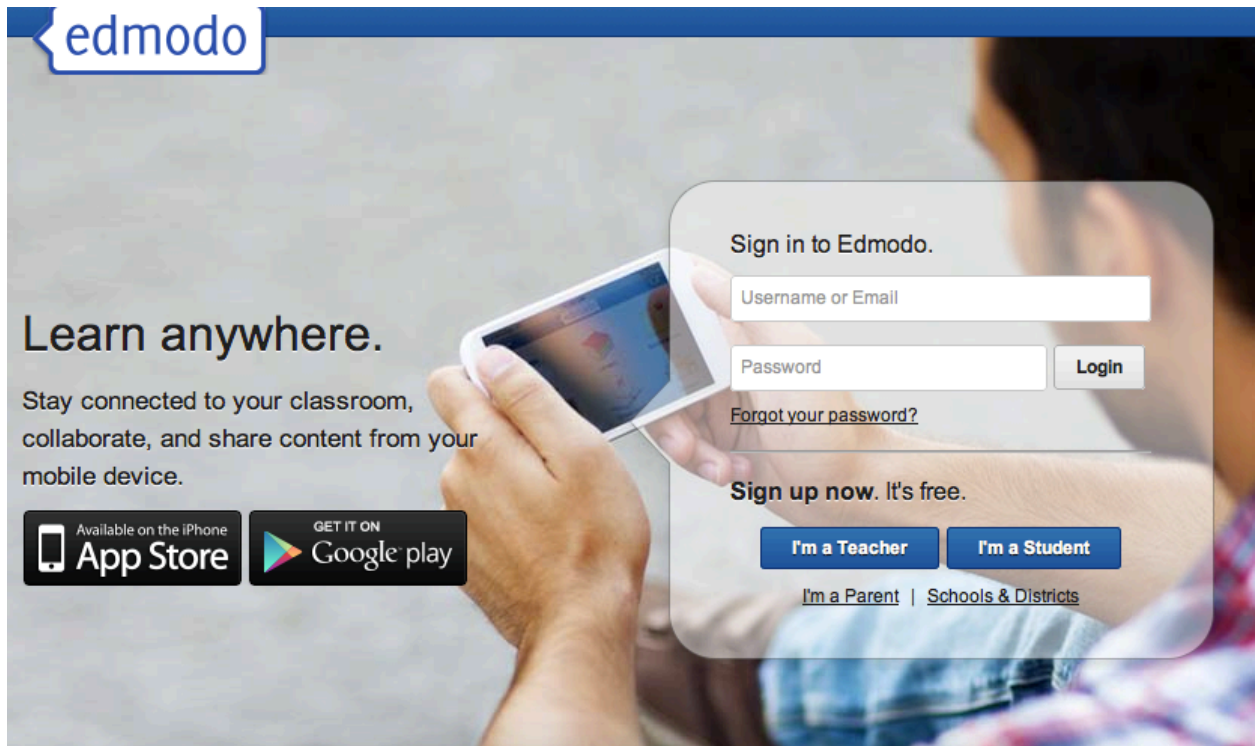
8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

---

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
  - a. Apply *grade 6 Reading standards* to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).
  - b. Apply *grade 6 Reading standards* to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).



*Appendix H: Edmodo Website*



## Appendix I: Technology Survey Answers

### Kyle's Answers:

#### Technology Attitude Test

Name: \_\_\_\_\_

Instructions: Please read each statement and then place an X in the box which best shows how you feel.

SD = Strongly Disagree D= Disagree U=Undecided A= Agree SA=Strongly Agree

Question	SD	D	U	A	SA
I enjoy doing things on the computer.					X
I am tired of using the computer.	X				
I will be able to get a good job if I learn how to use a computer.					X
I concentrate on a computer when I use one.					X
I enjoy computer games very much.					X
Writing on a computer is easier for me.					X
I work harder when I use computers					X
I know that computers give me opportunities to learn many new things.					X
I can learn many things when I use a computer.					X

I enjoy lessons on the computer.					X
I believe that it is important for me to learn how to use a computer.					X
I think computers are very easy to use.					X
I feel comfortable working with a computer.					X

Question	SD	D	U	A	SA
I am a fast typer.				X	
Computers are difficult to use.	X				
I can learn more from books than from a computer.	X				
I enjoy using Spelling City on the Computer.					X
I enjoy writing stories on the computer.					X
I can easily navigate around the Internet.					X
I would like to do more work on the computers.					X
I'll need a firm mastery of computers for my future work (high school and college).					X
I want to learn more about computers.					X
A computer test would scare me.	X				
Computers are a great way to interact with people around the world.	X				

I see the computer as something I will rarely use in my daily life as an adult.	X				
Computers will help me learn more information about specific topics.					X
Computers are exciting.			X		
Learning to operate computers is like learning any new skill - the more you practice, the better you become.					X

Question	SD	D	U	A	SA
I like to read books on IPads, Nooks, Kindles, Etc.			X		
I have used Skype on the Computer.			X		
I would like to connect with different people around the world using computers.					X
I would rather send a text message then make a phone call.				X	
I would rather type my notes in class than write them in a journal.					X
I think Facebook, Twitter, Blogging is important.					X

**Instructions: Place an 'x' between each adjective pair to indicate how you feel about the object.**

Computers are:

Unlikeable	___	___	___	___	X	Likeable
Unhappy	___	___	___	___	X	Happy
Bad	___	___	___	___	X	Good
Uncomfortable	___	___	___	___	X	Comfortable
Dull	___	___	___	___	X	Exciting

*Christopher's Answers:*

### Technology Attitude Test

Name: \_\_\_\_\_

Instructions: Please read each statement and then place an X in the box which best shows how you feel.

SD = Strongly Disagree D= Disagree U=Undecided A= Agree SA=Strongly Agree

Question	SD	D	U	A	SA
I enjoy doing things on the computer.					X
I am tired of using the computer.				X	
I will be able to get a good job if I learn how to use a computer.					X
I concentrate on a computer when I use one.					X
I enjoy computer games very much.					X

Writing on a computer is easier for me.					X
I work harder when I use computers					X
I know that computers give me opportunities to learn many new things.					X
I can learn many things when I use a computer.					X
I enjoy lessons on the computer.	X				
I believe that it is important for me to learn how to use a computer.					X
I think computers are very easy to use.					X
I feel comfortable working with a computer.					X

Question	SD	D	U	A	SA
I am a fast typer.					X
Computers are difficult to use.	X				
I can learn more from books than from a computer.					X
I enjoy using Spelling City on the Computer.					X
I enjoy writing stories on the computer.					X
I can easily navigate around the Internet.					X
I would like to do more work on the computers.					X
I'll need a firm mastery of computers for my future work (high school and college).			X		
I want to learn more about computers.				X	

A computer test would scare me.			X		
Computers are a great way to interact with people around the world.					X
I see the computer as something I will rarely use in my daily life as an adult.		X			
Computers will help me learn more information about specific topics.					X
Computers are exciting.					X
Learning to operate computers is like learning any new skill - the more you practice, the better you become.					X

Question	SD	D	U	A	SA
I like to read books on IPads, Nooks, Kindles, Etc.				X	
I have used Skype on the Computer.				X	
I would like to connect with different people around the world using computers.					X
I would rather send a text message then make a phone call.					X
I would rather type my notes in class than write them in a journal.					X
I think Facebook, Twitter, Blogging is important.			X		


**Instructions:** Place an 'x' between each adjective pair to indicate how you feel about the object.


Computers are:

Unlikeable	_____	_____	_____	_____	<del>X</del>	Likeable
Unhappy	_____	_____	_____	_____	<del>X</del>	Happy
Bad	_____	_____	_____	_____	<del>X</del>	Good
Uncomfortable	_____	_____	_____	_____	<del>X</del>	Comfortable
Dull	_____	_____	_____	_____	<del>X</del>	Exciting



## Appendix J: Other Work Samples by Kyle

 **Rememembering Rosa Parks**


 DUE: Feb 22, 2013

Task: Click on the link to view the story from Scholastic News about Rosa Parks. Then read the entire story about the history of Rosa Parks.

Assignment: In a word document answer the following questions and then attach with a file and turn in.



- 1) Why do you think we are still learning about and talking about Rosa Parks even though the Civil Rights movement happened over sixty years ago?
- 2) What is your own definition of the word hero?
- 3) Do you think Rosa Parks was a hero? Give evidence from the text to support your thinking.

[Hide Full Assignment](#)




**Rememembering Rosa Parks**  
sni.scholastic.com

Turned in Feb 15, 2013 1:54 PM




 [\\_rememembering\\_rosa\\_parks.docx](#)

Reactions to this assignment


ME



CLASSMATES



Grade



**85/100**  
Graded by:  
Ms. Spiotta

### Comments



**Ms. Spiotta** - Click on the attached file to view your grade and comments for this assignment. Keep working hard.






[\\_grade.doc](#)

Feb 19, 2013

I really liked this! It was fun and interesting.



type your note here...

Attach:  File  Link  Backpack

2/19/13 4:24 PM

Why is it important to think about? Be specific and use details from the story to support this.

I think we still think about and talk about the civil rights movement because the civil rights movement is important to think about. And in this country we have rights, so that is why we still talk about the civil rights movement. If America didn't have any rights it would be bad

I know you didn't have a chance to finish this assignment. You were off to a good start, however you need to make sure that you use evidence from the passage to support your thoughts. Keep working hard.

85/100

9/11 A Day to Remember

DUE: Feb 26, 2013

Complete a close read on this passage. Pay special attention to details in the story and key words as you are reading.

When you are finished you need to complete the following questions and answer them in a word document. Be sure to answer the questions using complete sentences and don't forget to use TEXT BASED EVIDENCE to support your thinking. After saving your word document,

[Show Full Assignment](#)

9/11 - A Day Americans Will Never Forget!

dogonews.com

Turned in Feb 22, 2013 11:54 AM

9\_11\_passage.docx

Comments

- This assnment was awesome...very intiresting YEEEEEEEEAAAAHHHH!

Feb 22, 2013

Reactions to this assignment

ME

CLASSMATES

Grade

90/100

Graded by:  
Ms. Spiotta

86

2/24/13 4:05 PM	✕	1) I think the author's purpose is for writing this article is to give information about 9/11 because
Be sure to state if the purpose is to inform, persuade or entertain.		
2/24/13 4:05 PM	✕	from my reading I know that it said that the first plane that hit the first tower had 44 passengers.
check spelling.		
2/24/13 4:05 PM	✕	The passage also said that after the two towers fell another plane hit the pentagon, and then
Careful this detail is not accurate, there was not a plane that hit the White House.		another plane hit the White house.
2/24/13 4:05 PM	✕	2) I think that 9/11 is the day Americans will never forget because the attack was so sudden nobody thought that anything could ever ruin the day that the terrorists were going to attack. Nobody knew that the terrorists were coming to kill themselves just to kill other people. I think 9/11 is the day nobody will forget is good title because the title is true everybody knows about 9/11 and nobody will forget it. The terrorists chose to do it on a nice a day in New York City because that way the terrorists could ruin the nice day that the people were enjoying.
your answer to this question was very well written. You provided text based evidence to support your thinking and did a great job. Keep up the great work!		
2/24/13 4:05 PM	✕	3) It is a nice day in New York City; people are at the world trade center. Nobody knew that the terrorist were coming, and out of
nowhere		no were a plane hit the world trade center, at first we thought it was just an accident but it wasn't. Then another plane hit the other tower, at then we knew we were under attack. The fire fighters came racing to the world trade center to see if they could save anyone who was trapped in the world trade center. People were trapped inside the world trade center but not all of them made it out safely some were just injured badly, others died like 3,000 people died in the world trade center (the twin towers). Like I said it was a surprise attack so no one knew that the terrorists were coming. The president was inside the one of the towers when the terrorists attacked, the president made it out safely. Other schools had to close because of the terrorist attack. People were at work when the terrorists attacked, people had to get out of work when the attack happened. I feel bad for people who had to work when the attack was going on. Some kids Dads did not come home from work on 9/11. Well they probably either were injured horribly, or they were breathing in smoke on the way out. If they were breathing in a lot of smoke they probably died. So the fire fighters who helped out on 9/11 thank you for going into a burning just to save people who were injured, or were trapped.
2/24/13 4:05 PM	✕	
delete this section		
2/24/13 4:05 PM	✕	
delete this section		
2/24/13 4:05 PM	✕	
Careful this information is not correct.		
2/24/13 4:05 PM	✕	
In a summary be sure to stick to information that is in the passage, not from what you already know.		
Overall nice job on your first Reading assignment. Be sure that your information is accurate and your details are from the passage. Keep working hard and be sure to reread your writing and my comments to help support you on your next assignment. 11		
90/100		

## ? Quiz for Incredible Journey

### Quiz for Incredible Journey

Total questions: 12 | Time Limit: 1:00:00 | Time Taken: 00:00

This quiz is finished. You completed 12/12 questions.


What did you think of this quiz?



**Awesome!**

**View Results**

### Presidents Day Assignment

 DUE: Feb 26, 2013

Complete a close read on the passage. Pay special attention to the details in the story and key ideas about each President.

When you are finished you will need to complete the following questions and answer them in a word document. Be sure to answer the questions using complete sentences and don't forget to use TEXT BASED EVIDENCE. Grammar and spelling counts!

1. Compare and contrast (using specific details) two presidents of your choice in the passage. Use lots of details from the passage to support your answer.
2. Closely reread the following sentence. "That's one small step for [a] man, one giant leap for mankind." What do you think Neil Armstrong meant by this sentence?
3. If you had to choose a character trait to describe Abraham Lincoln, what would it be? What evidence from the passage supports this trait?

[Hide Full Assignment](#)



### Presidents Are Just Like Us!

dogonews.com

### Reactions to this assignment

ME



CLASSMATES



Turned in Mar 4, 2013 2:07 PM

s

presidents\_are\_just\_like\_us.docx

Grade

90/100

Graded by: Ms. Spiotta

Comments

- I liked this presidents day assnment I like doing stuff like this we should of done this kind of thing a long time ago

Mar 4, 2013

Ms. Spiotta

- I am so glad you enjoy doing these types of activities. You have made a lot of progress. Be sure to read my comments to see how you can improve.

\_grade2.doc

Mar 7, 2013

Capitalize, Revolutionary War.

3/7/13 9:08 PM

I think you could have eliminated this portion from your paragraph.

3/7/13 9:08 PM

Never start your sentence with the word "and".

3/7/13 9:08 PM

You have some great text based evidence in your answers. Next time try to think of a few more specific differences.

3/7/13 9:08 PM

Meant by what? Use part of the quote to help the readers better understand.

3/7/13 9:08 PM

In the passage presidents are just like us George Washington and Abraham Lincoln have many similarities. Abraham was helpful such as; he helped build his law cabin that he lived in when he was a boy. George was helpful to he helped win the revolutionary war in the 1600s. The two presidents are different because George is truthful such as when George cut down his father's cherry tree his father asked George who cut down his cherry tree and George said it was him who cut down the cherry tree. And Abraham liked to play jokes on people, and George did not like pulling jokes on people.

Neil Armstrong meant that john .f. Kennedy had meat his dream and so Neil Armstrong meant that John. F. Kennedy's dream was to be the first president to send astronauts to the moon. But he did not live long enough to see his dream come true. So that is what Neil Armstrong meant by that is one small leap for a man, and that is one giant leap for mankind.

Abraham Lincoln was a jokester because according to the text it said he was known for practical jokes. Abraham Lincoln was also known as honest-Abe. So I think other than funny, I would say that Lincoln was honest meaning he never tells a lie.

You have some great ideas, but you need more text based evidence directly from the passage to support it. Make sure you use parts of the question to help you make complete sentences. I really enjoyed reading your responses and you are making progress. Be sure to read your answers over, so you can make sure it makes sense to the readers. Keep working hard, I am proud of you!

90/100

89



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Journal of Internal Medicine 247: 105–112



**Journal of Management Education**  
30(10) 1039-1054  
© 2006 Sage Publications  
10.1177/1053426906287500  
jme.sagepub.com



Feb 22, 2013

Feb 22, 2013



Graded by:  
Ms. Spiotta

2/26/13 7:16 PM

School, you should add where [redacted] is located because he may not know.

2/26/13 7:16 PM

Miss

2/26/13 7:16 PM

You should add what you think about school. What do you enjoy?

2/26/13 7:16 PM

delete this

2/26/13 7:16 PM

Change to: One reason guns should

2/26/13 7:16 PM

President Barack Obama  
1600 Pennsylvania Avenue, N.W.  
Washington, DC 20500

Dear Mr. President,

Hi my name is [redacted], I go to [redacted] and I am in Ms Spiotta's class. I want to change something about America. I would like you to make guns and weapons illegal, except for in wars and hunting only.

I think guns should be illegal except for in wars and in hunting only because killers are going around America with a hand gun in their hand. The only way guns can be illegal in the United States is, when someone has a gun and they are using it for no good reason

2/26/13 7:16 PM

Change to: One reason guns should

2/26/13 7:16 PM

Add a period here.

2/26/13 7:16 PM

Delete because and capitalize you.

2/26/13 7:16 PM

You should add about the recent tragedy at Sandy Hook Elementary School to help support this idea.

2/26/13 7:16 PM

This

2/26/13 7:16 PM

only because killers are going around America with a hand gun in their hand. The only way guns can be illegal in the United States is, when someone has a gun and they are using it for no good reason they should be sent to jail because you never know when they could be a killer. They could use that gun illegally, like they could be using it for hijacking cars and murdering everyone who resists giving up their car. So this is why you should make guns and weapons illegal except for in wars and in hunting. If you do this it will make America a better place to live. America will be a much safer place to live

Sincerely,

You are off to a good start. You need more details to support your thinking. You may want to research gun laws and discuss other people who support your ideas. Good first draft, keep working hard.

85/100

## ? Authors Purpose Quiz

Total questions: 10 | Time Limit: 1:00:00 | Time Taken: 01:42

This quiz is finished. You completed 10/10 questions.

What did you think of this quiz?



**Awesome!**

**View Results**

### Ronald Reagan Assignment



Turned in (14)

**DUE: Mar 16, 2013**

Your Job: Click on the PDF file and click through the slides on Ronald Reagan. Be sure to read all of the information carefully and do a close reading on the passage.

When finished reading click on the orange bubble where it states GET STARTED. Type in your name and then click on Bio Cube. Then go through and type in all of the required information about Ronald Reagan. When you are finished with all six portions of the cube you need to click on save final. Then you need to type in your first and last name Biography. Then attach this file when you submit this assignment.

Have fun with this assignment. :)

[Show Less](#)



**Bio Cube - ReadWriteThink**



[readwritethink.org](http://readwritethink.org)



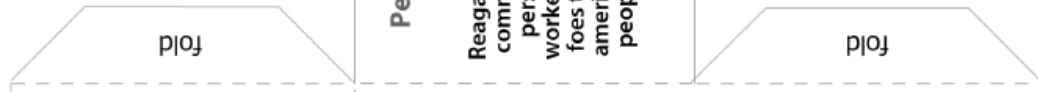
**ronald\_reagan\_biography3.pdf**





## Bio Cube created by:

Cut along the outside edges of your Bio Cube. Then, fold along the dotted lines, making sure that your typed information stays on the outside. Tape the sides together to make a cube.



### Personality Traits:

Reagan liked to help out his communitie and was a nice person. As President he worked with his freinds and foes to insure good life for americans and freedom for people all over the world.

### Significance:

Ronald Reagan saved several people's lives and many profecers. he also worked with is freinds and foes to insure good life for americans and freedom for people all over the world.





## BIO CUBE

<p><b>Obstacles:</b></p> <p>No information available</p>	<p><b>Personal Background:</b></p> <p>One event that happend in his life was he became the 40th President of the United States. When he was a life guard he saved 77 swimmers over the corse of 7 summers. He also saved many proffeciers in collage that where about to be fired,He also was a actor.</p>	<p><b>Important Quote:</b></p> <p>"i think my life really began when i met Nancy."</p>
<p>fold</p>	<p><b>Name:</b></p> <p>Ronald Reagan</p> <p><b>Time Period:</b></p> <p>1911</p> <p><b>Place:</b></p> <p>Tampico,illinois</p> <p>fold</p>	<p>fold</p>

## Hurricane Katrina



Turned In (9)

DUE: Mar 24, 2013

Your Job:

Complete a close read on the following play about Hurricane Katrina.

When you are finished in a Word Document:

I want you to take on the role of Barry from the play and write a letter to your friend Jay about your experience during Hurricane Katrina and how you stayed brave. Be sure to use lots of specific details from the story.

Be creative and have fun!



[hurricane\\_katrina\\_play.pdf](#)



Intiresting



[\\_hurricane\\_katrina\\_letter2.docx](#)

Let  know what you thought of this submission...



### Comments

- I think this assinment was very intiresting



Submitted by: [redacted]



[\\_hurricane\\_katrina\\_letter.docx](#)

Mar 15, 2013



**Me** - Be sure to read my comments carefully.



Submitted by: [redacted]

3/15/13

Dear Jay,

I was in the hurricane named Katrina, when the hurricane hit I was brave and my family was scared. I tried to keep them brave but they were too scared. I was trying to protect my family. We were desprite for food. Want to know how we ate food? We hunted; we had no home, so we built a shelter. We got to work when the wind died. My dad had his tools for building so we could build our shelter so we could survive till our house was rebuilt. Finally when the hurricane was over we went back to our house to rebuild it. Our house was being rebuilt we finally were going to live somewhere.

Good start. Remember that a letter has to have a closing like Sincerely,. You provided some great details from the play but you need to remember that Barry now lives in NYC. So they never did get to go home. Make sure that all of your information is correct. Keep working hard.

90/100

Turned in - Mar 12, 2013 at 1:42 PM

100/100

(The student did not type any responses)



National Football League for Kids: text, images, music, video |  
Glogster EDU - 21st century multimedia tool for educators,  
teachers and students



edu.glogster.com

Let  know what you thought of this submission...

#### Comments

- I like this assinment

Mar 12, 2013



**Me** - I am glad you enjoyed it! Great job


Mar 15, 2013



***Glogster Example:***

What is my topic about?


**National Football League for Kids!**

By: 

Our topic is about the NFLFK or National Football League for Kids. It's just like the NFL except it is with kids.

**Valid Reasons:**

- 1) If there were a NFLFK a lot of kids would come rushing to try out for the teams which would make them lose weight.



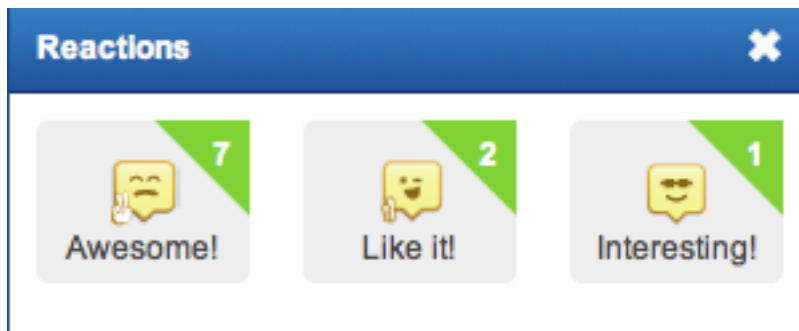
2) The NFLFK would increase the number of jobs. They would hire more coaches, referees, and janitors.

3) There could be more organizations like cancer awareness and fundraisers that the NFLFK would probably support.



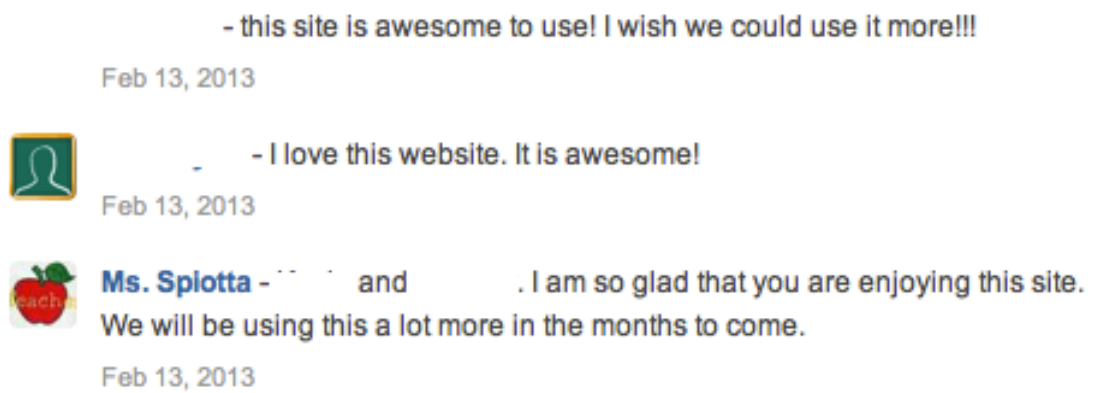


*Appendix K: Other Work Samples for both Kyle and Christopher*



Kyle's Response: Awesome

Christopher's Response: Awesome



to Miss Splotta's Homeroom

When will we do the president day assignment?

Feb 18, 2013



**Ms. Splotta** - We will be completing this assignment when we get back to school on Thursday and Friday.

Feb 18, 2013

I - ok. These activities are very easy!

Feb 22, 2013

I - and fun

Feb 26, 2013

## Appendix L: Other Work Samples for Christopher

Task: Click on the link to view the story from Scholastic News about Rosa Parks. Then read the entire story about the history of Rosa Parks.

Assignment: In a word document answer the following questions and then attach with a file and turn in.

1) Why do you think we are still learning about and talking about Rosa Parks even though the Civil Rights movement happened over si

[Show Full Assignment](#)



**Remembering Rosa Parks**

[sni.scholastic.com](http://sni.scholastic.com)

Turned in **Feb 15, 2013 1:33 PM**



[\\_remembering\\_rosa\\_parks.docx](#)



### Comments



**Ms. Spiotta** - Great job on your first assignment! Click on the file below to view your grade and your comments. Keep up the excellent work!

### Reactions to this assignment

ME



CLASSMATES



### Grade



**95/100**

Graded by:  
Ms. Spiotta

		1. I think that we are still learning about Rosa Parks and the Civil Rights Movement even though it happened 60 years ago because Rosa Parks was one of the reason African Americans got their rights. Rosa Parks was a hero to them. Rosa Parks also started the bus boycotts which lead to no segregation on the bus. We may also be learning about the Rosa Parks because the author is trying to teach kids that segregation is wrong. White people and black people should not be segregated because we are all human and share nearly everything.
2/19/13 4:12 PM	✕	
What a great connection for authors purpose! Excellent.		
2/19/13 4:12 PM	✕	2. My own definition of hero is a person who stands up for others. A hero is someone who protects other people and stand up for their other people's belief like Rosa Parks. Rosa Parks believed that segregation was wrong and did something to try and stop it.
Good definition, could you have added a bit more to this definition to really help the reader understand the word hero?		
2/19/13 4:12 PM	✕	3. I think Rosa Parks was a hero and many other people also think that she was. Rosa Parks is a hero because she started the bus boycott which leads to no more segregation on buses. The bus boycott was a protest that people did not ride the buses which caused a major money problem the bus drivers. This is what lead to no segregation on buses.
Are there any other evidence from the passage to support that Rosa Parks is a hero?		
		Great job on your first assignment! I can tell that you really worked hard on this and thought about the questions. Make sure that you have lots of evidence and details to support your thoughts. Excellent job, keep working hard!
		95/100

President Letter First Draft:

2/26/13 7:52 PM

You may want to write what you enjoy about school.

2/26/13 7:52 PM

I have some ideas on changes to make in America.

2/26/13 7:52 PM

spelling: event?

2/26/13 7:52 PM

When do you think this Memorial should be? Why would this be important for all of America?

2/26/13 7:52 PM

What type of advanced security? Do you think metal detectors, armed police officers? What are your ideas.

President Barack Obama  
1600 Pennsylvania Avenue, N.W.  
Washington, DC 20500

Dear Mr. President,

My name is \_\_\_\_\_, I am in Miss. Spiotta's 6<sup>th</sup> grade in \_\_\_\_\_. The changes I want to happen in America are to have a memorial for the Sandy Hook tragedy. I also think that we should have more funding for more protection at school. More protection would help prevent these events from happening.

I think that we should have a memorial day for children in the Sandy Hook elementary tragedy because the shooting was a terrible even that will affect the lives of everyone. The memorial would help remember the students and teachers that lost their lives during the shooting. The 26 students and teachers all have friends and families that love them and this will help them on who they have lost.

What type of advanced security? Do you think metal detectors, armed police officers? What are your ideas.

2/26/13 7:52 PM

Where would this money come from?

2/26/13 7:52 PM

Why is this last sentence important. I agree! Just add some ideas on why this is important.

2/26/13 7:52 PM

our history forever.

2/26/13 7:52 PM

out of

To prevent these situations, I think schools should have advanced security for better protection for the people inside the building, especially the children. The money to put in this may be high, but it would help protect many lives. This would make the U.S a safer place for children. The children would be more assured that they are safe or safer at school.

In conclusion, the tragic event that happened at Sandy Hook Elementary was a terrible event that will live in U.S history. The funding for the protection will have pros and cons but it will make the children in school feel safe and less anxious that something will happen at their school. If the children are less anxious, they would pay attention to class more than about what happened recently. Thank you for taking time in your busy schedule to read this letter.

Sincerely,

Great job on your first draft. You have some great ideas! You really thought hard about this and I enjoyed reading your thoughts. Read my comments carefully and see if you can add more information to support your ideas. You may want to do some research on the Internet to help.

95/100

### *Glogster Example:*

Sandy Hook Elementary School Memorial Day

What our topic is about

Our topic is about the Sandy Hook Elementary School tragedy. We think that there should be a memorial day for the event. The event will be on the day of the shooting. The 26 students and teachers that lost their lives will be remembered throughout U. S history.

By

Valid Reasons

1) The event that happened at the school was a tragic event that will effect the lives of everyone especially the people that know and remember them.

2) The memorial will help us give respect to the students, teachers, and their families.

3) The children and teachers all have friends and families that love them and this will help them remember and give thanks to the tragic event that happened.

Sandy Hook has their very own song!

SANDY HOOK ELEMENTARY

***Appendix M: Field Notes***

Date: February 4, 2013

Teacher Name: Lauren Spiotta

Observer: Lauren Spiotta

School: Happy Intermediate School

Time Start: 1:30 pm      Time Stop: 2:00 pm

Subject: Independent Reading Time

Class: DEAR Time

Grade Level: 6th Grade

Location: Classroom

Class Layout: In the classroom: Desks are arranged in groups of four or five.

During this time students are allowed to sit anywhere in the classroom as long as they are reading. No more than three students are allowed at the rug and only two students with pillows.

Group Configurations: Independent work session.

Participant Observed: Kyle

**Classroom Observational Field Notes**

Phases	Observations	Interpretations
Phase I	Teacher instructed students it was time for DEAR. Kyle asked Miss Spiotta to use an iPad while reading today.	

Phases	Observations	Interpretations
Phase II	<p>Miss Spiotta conferenced with Kyle during DEAR Time for 4 minutes. Kyle continued reading the story The Lightning Thief by Rick Riordan. He immediately sat down and found where he left off and continued reading. He went back into his reading and looked over the previous chapter (Chapter 2) paying particular attention to the highlighted notes.</p> <p>Kyle stated "I really like being able to highlight on the iPad because it helps me remember the important information, you can't do that in a real book"</p>	
Phase III	<p>Miss Spiotta instructed the students that it was time to clean up and get ready for Writers Workshop. Kyle came over to Miss Spiotta and stated "This is my favorite thing, thank you for letting me read on this today!" Smiling he returned the iPad and went back to his seat.</p>	

Date: February 5, 2013

Teacher Name: Lauren Spiotta

Observer: Lauren Spiotta

School: Happy Intermediate School

Time Start: 2:00 pm      Time Stop: 2:50 pm

Subject: Social Studies

Class: Technology Survey/ Greece Brochure

Grade Level: 6th Grade

Location: Classroom/ ComputerLab

Class Layout: In the classroom: Desks are arranged in groups of four or five.

In the computer lab: Stations are arranged in long rows.

Group Configurations: Whole Group, Small Group, Independent work session.

Participant Observed: Kyle



### Classroom Observation Field Notes

Phase	Observations	Interpretations
Phase I: Whole Group	<ul style="list-style-type: none"> <li>- Teacher passed out survey on Technology for students to complete.</li> <li>- Instructions were given and students needed to take out a pencil to complete each section. The first section was modeled.</li> </ul>	<ul style="list-style-type: none"> <li>- Students were actively engaged and excited to share information about technology.</li> <li>- Kyle didn't place his name on his paper.</li> <li>- Kyle was pulled to the back table with smaller group to complete this survey.</li> </ul>
Phase II: Small Group	<ul style="list-style-type: none"> <li>- Teacher pulled a small group of students to the back table to complete their technology survey.</li> <li>- Miss Spiotta read all of the questions to the students at the back table and they checked the box that best fit their ideas.</li> </ul>	<ul style="list-style-type: none"> <li>- Kyle was excited to take the survey and to describe in detail all of his likes and dislikes about technology.</li> <li>- When talking with his group he tried to get off topic, talking about Mine Craft when the question about video games came. Miss Spiotta immediately redirected and refocused Kyle.</li> <li>- Kyle forget to bring his pencil back to the table and kept talking to Miss. Spiotta about how excited he is and how much he loves technology.</li> <li>- Kyle was smiling from ear to ear during the survey.</li> </ul>

Phase	Observations	Interpretations
Phase III: Whole Group	<ul style="list-style-type: none"> <li>- After everyone was done completing their Technology Survey the teacher instructed the students to take out their notes for their Greece Brochure.</li> <li>- Students were instructed to log into the computer and continue working on their Greece Brochure.</li> </ul>	<ul style="list-style-type: none"> <li>- Kyle needed the directions repeated and reminders to bring his pencil and notes to help him finish his brochure.</li> <li>- Kyle was very excited to be using the computer and logged in quickly and got started right away.</li> <li>- Kyle was finishing putting pictures into his brochure and using some ideas taught by the teacher last week on inserting clip art from the Internet. He was actively engaged and while he was logging in was talking to his peers about how “cool” his brochure was looking.</li> </ul>
Phase IV: Independent	<ul style="list-style-type: none"> <li>- Students were instructed to use this time to finish working on their Greece Brochure.</li> <li>- They were instructed that they would have two days left in the Computer Lab to finish up their projects.</li> </ul>	<ul style="list-style-type: none"> <li>- Kyle tried out lots of different text styles to see which one worked best with his brochure.</li> <li>- He changed the color and added lots of pictures exclaiming to the teacher every time this picture makes my brochure look so much better.</li> <li>- Kyle continued working on his brochure mostly focusing on changing the text and adding pictures to enhance the meaning of the text.</li> </ul>

Phase	Observations	Interpretations
Phase V: Small Group	- Students were then instructed with ten minutes left to meet with their small group and discuss their brochures. They were sharing what they have made with brochures and giving suggestions and compliments to their peers.	- Kyle was giving appropriate critique to his peers particularly noting how the colors made another students brochure more interesting. - Kyle wrote down feedback from his peers so he could add or adjust his brochure the following day.

Date: February 7, 2013

Teacher Name: Lauren Spiotta

Observer: Lauren Spiotta

School: Happy Intermediate School

Time Start: 1:00 pm      Time Stop: 1:40 pm

Subject: Science

Class: Webquest/ Planet Powerpoint

Grade Level: 6th Grade

Location: Classroom/ ComputerLab

Class Layout: Computer Lab: Stations are arranged in long rows.

Group Configurations: Whole Group, Partner Work

Participants Observed: Kyle and Christopher

### Classroom Observation Field Notes

Phases	Observation	Interpretations
Phase I: Whole Group	<ul style="list-style-type: none"> <li>- Teacher instructed students to get out their Webquest worksheets on their Planet.</li> <li>- Students were then instructed to log into their computers and open up their Planet Powerpoint.</li> <li>- Once all of the students were logged in the teacher taught a mini lesson on adding sound and effects into their powerpoint.</li> <li>- After the short mini lesson and all of the groups showed how to add sound and effects to their title page students were instructed to continue working on their Space Powerpoints. They were reminded that today would be the last day and then they would need to submit their assignments into Miss Spiotta's dropbox.</li> </ul>	<ul style="list-style-type: none"> <li>- Christopher and Kyle gathered all of their materials quickly and signed into the computer chatting about what they had to work on today.</li> <li>- They discussed how they had to fix the last slide and add a few more pieces of information and then add sounds and movement for their presentation.</li> <li>- Christopher mentioned how he wanted to add a few more pictures as well, while Kyle wanted to change the text to fly in on the last page.</li> <li>- Once the computer logged in they were actively paying attention and watching during the Mini Lesson.</li> <li>- Kyle whispered to Christopher that he was glad the teacher was teaching this because this is what he wanted to do today.</li> <li>- The boys helped one another in figuring out how to add fly in effects for their title page.</li> </ul>

Phases	Observation	Interpretations
Phase II: Partner Work	<ul style="list-style-type: none"> <li>- Students were instructed to continue working with the peers on the finishing touches of their Powerpoints.</li> </ul>	<ul style="list-style-type: none"> <li>- Christopher and Sunny were working hard on finishing their project.</li> <li>- Christopher was showing Kyle how to add pictures to the background of each slide and Kyle was showing Christopher how to add new Word Art for their slide.</li> <li>- They continued working together nicely discussing what would make their presentation "better".</li> <li>- Kyle stated to Christopher how the yellow color on their second slide would be hard for the readers to view so they decided to change the color to black.</li> <li>- They then submitted the assignment and printed out a copy for each of them so it would help them when they present their topic tomorrow.</li> <li>- They then used a highlighter to split up the slides, noting who was going to talk and describe each slide.</li> <li>- They both talked about how they were excited to be expert astronomers on their planet and couldn't wait to share all of these ideas with their friends.</li> </ul>

Date: February 11, 2013  
 Teacher Name: Lauren Spiotta  
 Observer: Lauren Spiotta  
 School: Happy Intermediate School  
 Time Start: 1:00 pm      Time Stop: 1:30 pm  
 Subject: Writing  
 Class: Glogster/Writers Notebook  
 Grade Level: 6th Grade  
 Location: Classroom  
 Class Layout: Desks are arranged in a V shape with two desks per group.  
 Group Configurations: Whole Group, Partner Work, Independent, One-to-One  
 Participants Observed: Kyle and Christopher

### Classroom Observation Field Notes

Phases	Observations	Interpretations
Phase I: Whole Group	<ul style="list-style-type: none"> <li>- The teacher introduced how over the next few weeks they will be working on a writing project with a partner on a persuasive topic of their choosing.</li> <li>- She referred to the Anchor Chart in the classroom on Persuasive Writing and reminded the students about Valid Reasons that need to be used to enhance their writing.</li> <li>- As a class the students created a graphic organizer on Persuasive Topics that the students may want to use for their project.</li> </ul>	<ul style="list-style-type: none"> <li>- Chirstopher contributed with persuasive topics and stated how it could be about vending machines in the cafeteria.</li> <li>- Kyle contributed another topic on getting iPads for everyone in the classroom.</li> </ul>
Phase II: Independent One-to-One	<ul style="list-style-type: none"> <li>- The students were then instructed to write down their top three topics they would want to do a Persuasive piece about.</li> </ul>	<ul style="list-style-type: none"> <li>- Kyle immediately started writing and thinking about the topics he wants to write about.</li> <li>- Christopher sat and took a few minutes before he started writing. He told his teacher "I just want to be sure that my choices are good choices" showing how he is actively thinking about the topic.</li> </ul>

Phases	Observations	Interpretations
Phase III: Whole Group	<ul style="list-style-type: none"> <li>- After five minutes the teacher called the students back to a whole group setting and directed their attention to the Smartboard.</li> <li>- The teacher introduced how they would be creating a poster on their Persuasive topic using a new website called Glogster.</li> <li>- The teacher then showed her own Glogster on Year Round Schooling pointing out all of the key information that they will be required to have eventually with their writing project. These parts include information about the topic, valid reasons, pictures and a video that supports their persuasive topic.</li> <li>- The teacher then asked who after reading the Glogster Poster on Year Round Schooling would be in favor of this?</li> </ul>	<ul style="list-style-type: none"> <li>- Christopher exclaimed "this is so awesome!" as he was viewing the Glogster that was the exemplar for the students.</li> <li>- Kyle said he couldn't wait to get started and asked a question on where would they get the videos from?</li> <li>- Kyle and Christopher both agreed that they would not like Year Round Schooling.</li> <li>- They were both smiling throughout the entire presentation and were actively engaged and Christopher was taking notes on information he wanted to remember.</li> </ul>
Phase IV: Partner Work	<ul style="list-style-type: none"> <li>- The teacher then paired the students off so they could discuss the topics they wanted to talk about. She grouped the students based on the topics that were most interesting for them. They only had about 5 minutes to do this.</li> </ul>	<ul style="list-style-type: none"> <li>- Sunny and Christopher were not paired together because they considered doing the different topic.</li> <li>- They both were actively discussing and talking about all of the reasons they would want to include with their partners.</li> <li>- They started a list of all the reasons they could use that would be valid and discussed about the pictures they would want to include that correlates with that topic.</li> </ul>

Date: February 12, 2013  
Teacher Name: Lauren Spiotta  
Observer: Lauren Spiotta  
School: Happy Intermediate School  
Time Start: 2:00 pm      Time Stop: 2:50 pm  
Subject: Language Arts/Social Studies  
Class: Edmodo  
Grade Level: 6th Grade  
Location: Computer Lab  
Class Layout: Stations are arranged in rows.  
Group Configurations: Whole Group, Independent, One-to-one.  
Participants Observed: Kyle and Christopher



### Classroom Observation Field Notes

Phases	Observations	Interpretations
Phase I: Whole Group	<ul style="list-style-type: none"> <li>- The teacher described how the students would be using a new form of Technology in the classroom called Edmodo. She described how with this website they would be blogging and posting and responding to different articles.</li> <li>- The teacher brought up the website and showed the students what Edmodo looked like and how they would be incorporating this website in their Reading and Writing.</li> <li>- Students were then instructed to log into the computer and pull up the Internet. The teacher took them step by step in logging them into Edmodo and described how they needed to write down their information (username and password) in their Assignment Notebooks.</li> <li>- Mini Lesson: On blogging and posting their responses to an article title Rosa Parks.</li> <li>- Teacher also showed students how to take a poll using Edmodo.</li> </ul>	<ul style="list-style-type: none"> <li>- Sunny and Christopher were both listening to all of the directions.</li> <li>- They both quickly logged into the computer and got right on the Internet without needing any reminders.</li> <li>- As we were going step by step through each instruction to log in Kyle struggled with entering in the required information at the time they were given. He didn't enter in the correct group code and his friend sitting next to him helped him.</li> <li>- Christopher quickly was able to navigate and log in and started exploring the site while other students were still logging in.</li> <li>- Kyle forgot to write down his information that he used for his Username and Password and needed reminders from his teacher to write down the information.</li> </ul>

Phases	Observations	Interpretations
Phase II: Independent One-to-One	<ul style="list-style-type: none"> <li>- Students were then instructed to complete a specific task which included a reading about Rosa Parks and answering higher level thinking questions that correlate with their reading.</li> </ul>	<ul style="list-style-type: none"> <li>- Both students got right to work and easily navigated throughout each section.</li> <li>- Kyle at first struggled with going from one screen to the other and asked if he could print out the questions that needed to be answered to help guide him. (Which was allowed).</li> <li>- Christopher quickly answered all of the questions (he is a fast typer) and then helped his peers when he was finished and showed them how to turn in the assignment.</li> <li>- Kyle only got to finish answering two questions before submitting it. He stated how he really enjoyed doing this when I asked him, but he said that he liked printing out the questions so he didn't have to keep going back and forth.</li> </ul>

Phases	Observations	Interpretations
Phase III: Whole Group	<ul style="list-style-type: none"> <li>- At the end of the period students were instructed to complete a poll about how they feel about using Edmodo in the classroom.</li> <li>- They then were given another quick mini lesson on how they can use Edmodo at home to access their homework as well as respond to posts from their peers.</li> </ul>	<ul style="list-style-type: none"> <li>- Both students responded to the poll How do you feel about using Edmodo in our classroom? with the answer: This is awesome! I wish we could use it all of the time.</li> <li>- They were so excited to share their thoughts with their peers and both responded to the section and blogged about how much they love using this website.</li> <li>- Kyle stated how he was this site is really cool and he always wondered how to send information over the Internet. He talked about how he couldn't wait to show his parents and to connect with his peers over the weekend.</li> </ul>

Date: February 22, 2013  
Teacher Name: Lauren Spiotta  
School: Happy Intermediate School  
Time Start: 2:10 pm      Time Stop: 2:50 pm  
Subject: Edmodo  
Class: Language Arts/Writing  
Grade Level: 6th Grade  
Location: ComputerLab  
Class Layout: Stations are arranged in long rows.  
Group Configurations: Whole Group, Small Group, Independent Work  
Session  
Participant Observed: Christopher

### Classroom Observation Field Notes

Phases	Observations	Interpretations
Phase I 2:10	<p>T: Miss Spiotta reminded students they about the letter they were writing to President Obama</p> <p>T: "Open Edmodo. Log in: Scroll down, select president activity. Open Word Document. Be sure to save the document using save as with your name.</p> <p>Students were typing their letters. Some students were searching for more information and vlid reasons in Google.</p>	<p>Christopher opened the document and started to type his written draft.</p> <p>Christopher asked Miss Spiotta about "how long a good letter should be?"</p> <p>She replied to him with "At least 4 paragraphs"</p> <p>Christopher teaches his peers how to use adding new words to the dictionary (New words: Add to dictionary)</p> <p>Christopher typed quickly (2.5 paragraphs in 5 minutes)</p> <p>Christopher used Spelling Function. To add details, he reread what he wrote.</p> <p>(Highlighting his letter sentence by sentence, he read)</p>
Phase II	<p>Students reread what they typed to add details.</p> <p>Miss Spiotta mentioned adding details to convince/persuade President Obama to respond.</p> <p>Students asked Miss Spiotta if it is okay for them to use their real contact information. The teacher told her students to be cautious about sharing their contact information and the information for the school is enough for this assignment. A group of students were talking about using a fake number - e.g. a local car injury law office of William Mattar: 444-4444</p>	<p>Christopher and his seat mate read his letter to add the 4th paragraph.</p>

Phases	Observations	Interpretations
Phase III 2:35	Miss Spiotta asked students to read each other's writing for review. I told students to save their work not to lose what they wrote.	Christopher and his seat mate (Casey) briefly checked each other's screens and talked about the "add" function of Word Dictionary to correct the words underlined in red. Christopher and a boy reviewed each other's texts for peer feedback. Christopher pointed out that his peer stated the same information twice. His peer commented that Christopher used the spell checking function well.
Phase IV 2:50	Miss Spiotta wrapped up the lesson. She told students to save their files and exit out. She introduced a weekend extra credit work to students on the Edmodo site. After moving to their homeroom classroom, Miss Spiotta asked students about their weekend plans and the frequency they use iPads, iPods, iPhones, or computers outside of school. Students commented "at least once a day".	

Date: February 26, 2013  
 Teacher Name: Lauren Spiotta  
 School: Happy Intermediate School  
 Time Start: 2:10 pm      Time Stop: 2:50 pm  
 Subject: Edmodo/Finishing Greece Brochure  
 Class: Language Arts/Writing  
 Grade Level: 6th Grade  
 Location: ComputerLab  
 Class Layout: Stations are arranged in long rows.  
 Group Configurations: Whole Group, Independent work session.  
 Participant Observed: Christopher

### Classroom Observation Field Notes

Phases	Observations	Interpretations
Phase I 2:10	<p>Miss Spiotta logged on to the Edmodo site while using the Smartboard.</p> <p>T: "How many of you submitted the president letter?"</p> <p>Students checked their grades for their first draft. Miss Spiotta told the students to revise their letters drawing on her feedback on the letters.</p> <p>Students were learning how to use the comment function to read the teacher's comments.</p>	<p>Christopher didn't find the comments from his teacher. The teacher said she would resubmit her comments later this evening.</p>

Phases	Observations	Interpretations
Phase II	Students were revising their first drafts.	<p>Christopher opened his Greece Brochure using the Microsoft Publisher program. He found a website (<a href="http://www.crystalinks.com.greekeducation.html/">http://www.crystalinks.com.greekeducation.html/</a>) and got more information about Greece. After he finished reading parts of the website, he typed the information in his brochure summarizing the information. Christopher reread what he added while highlighting sentences of each column. He changed font styles (i.e., bold) and the size of the borderlines of the boxes. He corrected spelling errors.</p> <p>Christopher googled an image of Olympic Rings and inserted the image into the brochure. He checked Clip Arts on Window to find an image relevant to Greece. He then googled images about Greece and selected a cartoon image "Greece Sparta". He stated Cartoons are "more like kids". Christopher copied the Sparta cartoon into Word and resized it to paste it onto the brochure. Christopher also researched the flag of Greece in Google and inserted the picture into the brochure.</p>



Phases	Observations	Interpretations
Phase III	Miss Spiotta explained that revising is an important component with good writing. She told the students that J.K. Rolling revised her novel 34 times. She told them to review and check if their writing makes sense and to check conventions.	